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ABSTRACT

Each year, the U.S. Department of Education recognizes public and private elementary and secondary schools that develop effective approaches to helping students resist or overcome use of tobacco, alcohol, and other drugs. This guide was designed to share the experiences and advice of practitioners from the 107 schools recognized by the Drug-Free School Recognition Program in the 1989-1990 and the 1990-1991 academic years. The first section considers the meaning of a drug-free school and identifies seven characteristics that define schools with effective programs. The next section presents more detailed profiles of five schools selected for the program. The following section presents ideas to implement in seven key areas: (1) assessing and monitoring; (2) involving the community; (3) setting and enforcing drug policy; (4) selecting or developing a drug education curriculum; (5) staff training; (6) involving students; and (7) involving parents. A set of seven difficult problems are posed and possible solutions are presented. A table of all 107 schools recognized in the 1989-1990 and 1990-1991 academic years is provided that lists each school, its address and telephone number, the setting, type of school (public or private), grade level, the percent of low income students in the school, demography, and a quote from the school principal. The guide concludes with a list of resources. (NB)

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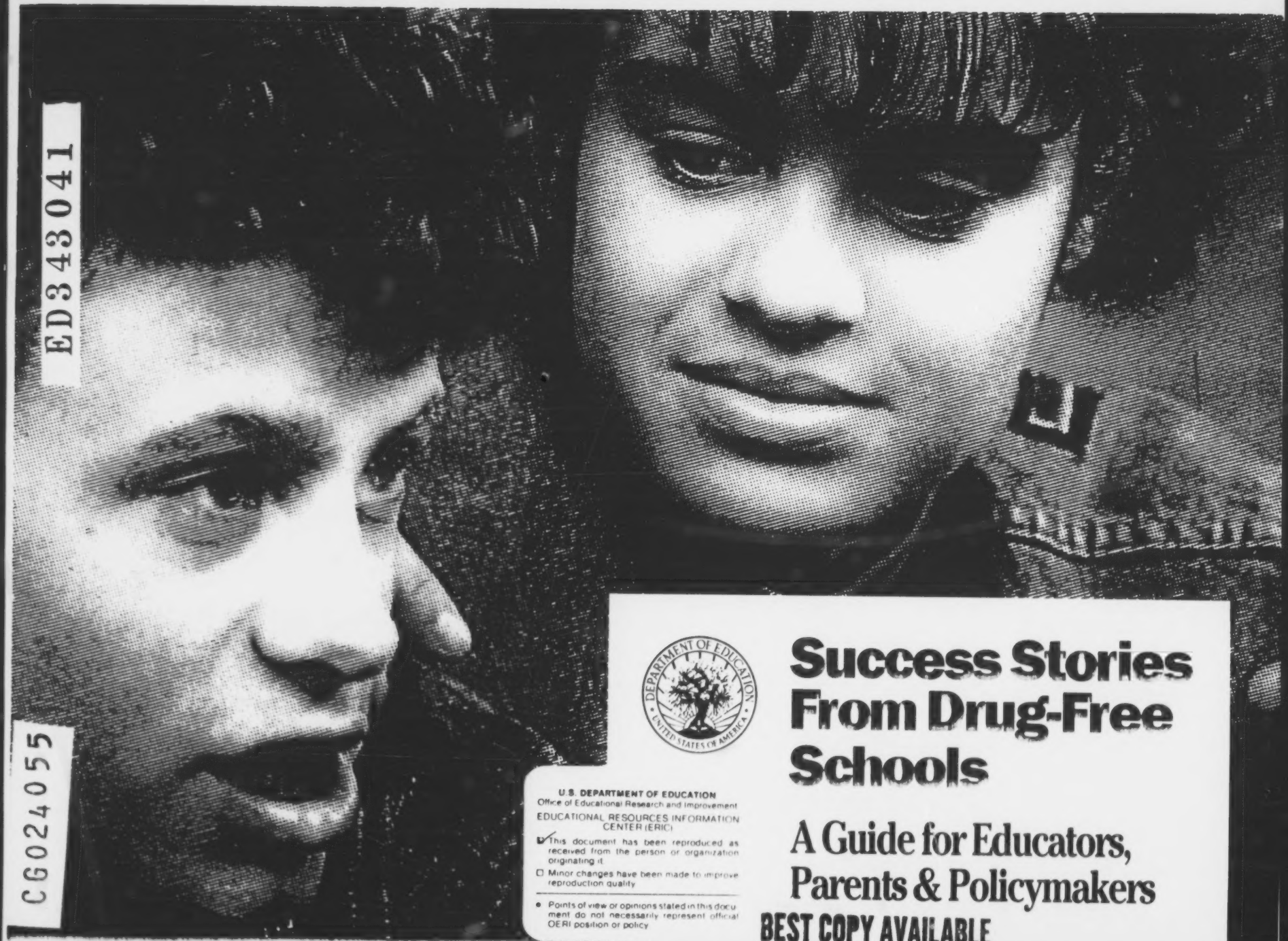

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Success Stories From Drug-Free Schools

A Guide for Educators, Parents & Policymakers

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Success Stories from Drug-Free Schools

A Guide for Educators, Parents, and Policymakers

U.S. Department of Education
Washington, D.C.

Secretary's Introduction

America's leaders have set a national goal of drug-free schools by the year 2000. You can help your school and community do their part in meeting our country's goal by organizing communities where learning can happen. This is the fourth part of the President's AMERICA 2000 Education Strategy. However, much of the work of creating and sustaining healthy communities, communities where education really happens, can only be performed by those who live in them: by parents, families, neighbors, and other caring adults; by churches, neighborhood associations, community organizations, voluntary groups, and the other "little platoons" that have long characterized well-functioning American communities. More Americans are beginning to realize that there's nothing inevitable about the combination of youth and drug use, including alcohol and tobacco. The schools in this publication are providing a new standard, defining a new expectation.

Our progress is nowhere better demonstrated than by the students, teachers, principals, parents, and local communities whose schools have been recognized by the U.S. Department of Education's Drug-Free School Recognition Program. We salute these 107 schools and celebrate their achievements. In the pages that follow, the schools' leaders explain, in their own words, what obstacles they faced, how they overcame them, and what remains to be done.

Despite heartening progress, we must redouble our efforts to help young people avoid and overcome use of "gateway drugs"— alcohol and tobacco. We must not pause in our struggle to enlist every citizen's help and to enlighten those who think "kids will be kids." The use of drugs must no longer be considered an acceptable rite of passage.

This guide doesn't provide a "recipe" to follow. Absent clear research findings on drug prevention education, however, our best guidance today would seem to come from practitioners in school communities. This publication is designed to share the experiences and advice of those who are winning the fight against drugs. We at the U.S. Department of Education encourage you to adapt these ideas, to consider this advice, and to contact these schools for more information. We are convinced that when schools and their communities commit themselves to achieving safe, disciplined, and drug-free schools, they will succeed.

Lamar Alexander

Lamar Alexander

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Ideas into Action

Helpful tips from schools on assessing a drug problem, enlisting community support, shaping and enforcing policy, infusing curriculum with drug prevention themes, establishing training, motivating students, and involving parents.

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Tough Problems/Smart Solutions

Seven educators identify challenges and tough issues many schools meet in their efforts to become drug free. They describe practical solutions that are helping their schools overcome big hurdles, and that can work for other schools, too.

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Looking for Good Ideas?

Turn to this listing of the 107 schools honored in the 1989-90 and 1990-91 Department of Education's Drug-Free School Recognition Program. The helpful suggestions provided are based on the experiences of these schools and their communities.

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Helpful Resources

Hotlines, regional drug education centers, and Federal offerings.

What is a Drug-Free School?

"Educators don't need to reinvent the wheel — it's just a matter of recognizing the components that bring success to any drug-free program," says principal Liston Knowles, a member of the steering committee of the Drug-Free School Recognition Program.

Each year, the U. S. Department of Education recognizes public and private elementary and secondary schools that develop effective approaches to helping students resist or overcome use of tobacco, alcohol, and other drugs. These schools apply for the honor, then they are scrutinized on paper and in person. Visitors dig through data and talk to teachers, counselors, janitors, police, parents, students — anyone who knows what goes on there. When a school meets specific criteria, and when it can demonstrate significant improvement, it is recognized by the Department.

While every student in these schools may not be absolutely free of drug use, each school has made remarkable progress toward that goal, and each school continues to strive to become drug free.

This book offers the wisdom, experience, and advice of the people who staff the 107 schools recognized in the 1989-90 and 90-91 academic years. These schools represent students who are rich and poor, students of many races and ethnicities, students of all academic levels, and campuses of all sizes and settings. Collectively, these 107 schools offer compelling and heartening proof that much can be done to help America's students and to provide a safe, violence-free, and achievement-oriented environment in which drugs are not tolerated.

Seven key characteristics

Every winning school has developed its own approach, but each shares characteristics that can make a powerful difference in any school in any community where students face new challenges every day.

These common characteristics, which serve as criteria in the Drug-Free School Recognition Program, can help you strengthen your school's drug prevention efforts.

▲ *1. Recognize, assess, and monitor the problem.* Schools must determine the extent and patterns of tobacco, alcohol, and other drug use in school, on school grounds, and in the community, and monitor them regularly.

How? Formal and informal methods can include anonymous student surveys, parent surveys, consultations with local law enforcement agencies, analysis of discipline reports, and ongoing observation by trained faculty and staff.

Why? To understand specific needs better and to establish a baseline from which to measure and monitor progress. Schools should also be straightforward in involving and informing their

communities of findings, because communities are both part of the problem as well as part of the solution.

▲ *2. Interact and build a network with community groups and agencies.* Schools cannot — and need not — handle drug problems alone. It is important to reach out to your community for assistance and to build public support for your goals through the media and personal meetings. Winning schools are vigorous in coordinating efforts with community agencies, especially with the police and with those that provide counseling and treatment. You will also want to work with businesses and community groups to develop a common sense of local identity and pride. Community groups and agencies can support student service programs and recognize student achievement.

▲ *3. Set, implement, and enforce policy.* Leaders must bring together teachers, parents, community representatives, and students to develop a clear, strong, and consistent policy that clearly forbids use of tobacco, alcohol, and other drugs and that provides for consequences. It is not enough to announce, "Don't do drugs or you'll get in trouble."

Policies should address prevention, intervention, treatment, and disciplinary measures. You will want to obtain formal assurance that all parents and students understand and agree to school policy, and that teachers, staff, parents, and the community understand their roles and responsibilities. It is important for students to view policies as fair and consistently applied.

Consequences should involve mandatory meetings with parents and should be designed to encourage students to seek treatment. A sound school drug policy also provides some means for continued academic study during suspensions and expulsions.

Support groups are an effective way to assist students and staff. These confidential discussion and counseling sessions are led by professionals or trained volunteers.

▲ *4. Determine curriculum, select materials, and teach the prevention curriculum.* Schools and districts should develop their own curriculum or modify one to meet local needs. Curriculum should be updated frequently.

Well-intentioned but ineffective curricula of the past are being replaced by more comprehensive curricula that emphasize a consistent no-use message, encourage civic responsibility and

Most American schools have not considered promising research in developing their drug prevention/education programs, largely because they are not aware of it, according to the National Commission on Drug-Free Schools.

What is a Drug-Free School?

"Most schools adopt programs without careful examination of whether they suit the needs of the school," says the National Commission on Drug-Free Schools. "Few conduct periodic, thorough evaluations of their drug prevention and education efforts. Many do not know how to measure the effectiveness of a program."

respect for laws, value sound personal health, and focus on developing self-confidence and resisting negative peer pressure. One aspect of an effective curriculum is an understanding of why students use tobacco, alcohol, and other drugs. New approaches are used with all students, across all grade levels, and are also infused into content areas.

It is crucial to consider how you will evaluate your curriculum's effectiveness, not only to improve efforts to help students, but to demonstrate your accountability to parents and to school-board members. Consider how to keep parents informed about and participating in your curriculum.

▲ *5. Train administrators, teachers, and support staff, and create/reinforce positive role models for students.* To implement a drug prevention curriculum in the most effective way, every staff member must be trained in the philosophy and use of those materials. Training is also important to help staff members develop awareness of the physical and psychological effects of drug use and to recognize the signs of drug use by students. Schools must plan for frequent training to keep educators up-to-date on drug prevention/education research and practice. Training should also aim to elicit strong personal commitment to your school's drug-free goals.

▲ *6. Involve students in drug-free activities.* Activities students enjoy not only provide direct alternatives to drug use, they also develop students' self-esteem and refusal skills. Schools should offer co-curricular activities and help develop community-based after-school, weekend, and summer programs that promote a no-use message. Leadership training — such as through peer-counseling, mentor, and student-assistant programs — can be especially effective for students.

▲ *7. Promote parent involvement and provide parent education.* Schools must help families recognize drug involvement and respond appropriately. Many schools offer parenting programs that address children's use of tobacco, alcohol, and other drugs. The key is to create a tailored approach that involves parents in the planning and implementation of all activities, and keeps their involvement ongoing.

At every school selected for recognition, the reviewers found a leader who inspired students to achieve and other adults to get involved. Reducing drug use clearly takes a willingness to

look drug problems in the eye and make a commitment to solving them. Few principals will tell you it is easy to do, but each will tell you it can be done. You will discover more ideas on how it can be done from principals and teachers at winning schools in the pages that follow.

How Drug-Free Schools in This Publication Were Selected

- **Each school was nominated by its state department of education, the National Federation of Parents for Drug-Free Youth, or the Council for American Private Education.**
- **The nomination form required each school to document its success according to criteria used by the Drug-Free School Recognition Program.**
- **Reviewers from the nominating group screened the schools and looked for evidence of success.**
- **Next, subgroups of the national review panel recommended schools that met the criteria in writing for site visits.**
- **With each review panelist serving as a site visitor, a two-person team spent two days in each school and community making extensive observations and inquiries to verify and amplify the information provided in the nomination form. Each site visitor then prepared a report.**
- **Review panelists met to discuss site visits and share reports. The panelists then made recommendations to the steering committee.**
- **The steering committee reviewed and recommended to the Secretary of Education schools for national recognition.**
- **Schools selected for recognition were notified.**

The development of students' self-confidence is key to effectively resisting negative peer pressure. Recognized schools provide children with a range of activities to nourish the mind, body, and soul.

Five Schools Up-Close

America's Drug-Free Schools are fascinating in their extraordinary diversity — and in the way each develops distinctive approaches that reflect its community's character and specific challenge. Here is a glimpse at five remarkable schools, conveyed in the words of teachers and principals who are committed to the goal of helping students live drug-free lives and who will not give up until that goal is fully realized for each and every student.

Albuquerque, New Mexico

Washington Middle School: A Stunning Turnaround

Albuquerque's Washington Middle School had a tough reputation.

"Three years ago," recalls former principal Joseph Vigil, "gangs were confronting each other in the hallways. And as students became fearful, they started bringing weapons to school. Older gang members tried to come onto campus as 'back-up.' Some were into sales of drugs, some were using substances. My assistant and I used to carry walkie-talkies with us outside because we never knew what was going to happen. Sometimes we were physically threatened or verbally assaulted. Once kids with weapons were circling our school in trucks."

First step: getting the gangs on board

Washington Middle School is a different place today. "I haven't carried a walkie-talkie with me in two and a half years," notes Vigil.

"Still, it's never really 'fixed.' It's a dynamic process. The bottom line is that you have to know your kids. You have to know what motivates them. Every kid who comes to our school wants to be here. Nobody drags them.

"We negotiated an agreement with the eight gangs to keep the school neutral territory. In this community gangs exist because so many students lack a sense of belonging at home. Many have very low self-esteem, and through their allegiance to a gang, they feel they improve their image," he explains. "Given this, we may not be able to rid the school of gangs, but we have managed to control them."

If kids don't fit the mold, remake it

A school can also create a sense of belonging and build self-esteem. That conviction underlies the faculty's approach.

Vigil explains: "We have a zero-reject model. Our idea is that every child who comes to our school will be successful. If they don't fit the mold when they come, we'll adjust the mold so they can be successful.

"We try to look at the whole child, even in the way we structure our consequences. For a first offense involving possession or use of tobacco, for example, the consequence is a tutoring program, twice a week. It's like after-school detention, except that four staff members provide tutoring. We felt most of our kids who

are disruptive are frustrated because they're behind academically. By applying just a punitive consequence, when the kid went back to the classroom, the kid had not really changed.

"We also have a three-day in-school suspension program called Team Intervention to Promote Self Responsibility (TIPS) for students who are caught on other first-time offenses, such as possession or use of alcohol. They spend those days looking at what they did wrong, what they could have done, how they can change their behavior. Lunch is brought to them. They're escorted to the bathroom. Kids hate the isolation, but they also get each day's schoolwork, so they don't miss out," explains Vigil.

Suspended — but still connected

"The most severe consequence is what we call TRAPS — Team Responsibility to Assist Parents and Students. In order to maintain the safe environment of our school, certain behaviors are not tolerated: fighting, vandalism, drugs, weapons, and gross insubordination to a staff member. Any of those will get you automatically suspended. But if you're suspended, you and your parent have to come to the 45-minute workshop we have once a week in the evening. There we review school rules, reinforce expectations, and talk about options available to the student as opposed to the one the kid chose that got him or her into trouble," says Vigil.

"When students behave inappropriately, perhaps it's because they haven't stopped to think about some of the other options available to them. We also saw that we needed the involvement of their parents to help change behavior. Initially, parents had a million excuses for why they couldn't come. The biggest reason was that they didn't have transportation. So we would pick them up ourselves. Eventually, we got some funding for taxi fares."

Washington Middle School

Grades: 6-8
Enrollment: 849

Students from low-income families: 93%

Ethnic composition:
87% Hispanic
9% Black
3% White
1% Other

Parent Center: haven with a purpose

"Our Parent Center also validates the importance we place on community involvement in our school," adds Vigil. "A lot of our parents haven't had good experiences in school themselves, so you've first got to get them in the door.

ADVICE: "Remember, conflict is not necessarily bad. Not resolving conflict within a school or community can be bad, but conflict itself can be a catalyst for change." — Joseph Vigil, former principal, Washington Middle School

Five Schools Up-Close

Teachers in schools with effective drug prevention/education programs often note a strong correlation between the program's success and increased academic achievement levels among students.

Washington Middle School (continued)

We had the idea for the Parent Center, but it was difficult getting it off the ground. I didn't have the time, yet it was so important!

"I got a grant from within our school system to pay a parent coordinator — a teacher who also has a child in our school — to staff the Parent Center. I also got a grant for a portable classroom, so I could free up the classroom by the office," explains Vigil. "Initially, and even now, the Parent Center attracts some parents because it's a place to wait when picking up their kids, a place with someone to talk to — the bilingual parent coordinator or other parents."

The Parent Center also offers parenting classes, English lessons, counseling for recent immigrants, and information about the school, including its drug programs. It helps establish a sense of community among school parents and between families and school staff. It attracts both fathers and mothers — and also grandparents and others who share responsibility for students. Like Washington Middle School itself, the Parent Center is a place of safety, a place of belonging, a place of hope.

What is the Albuquerque IRS doing at a place like Washington Middle School? Depending on where you look, you will see employees of the Internal Revenue Service tutoring students, helping a teacher figure out her taxes, or working out in the school's weight room. But wherever in the school IRS workers are, they serve as role models for students. It is one of the mutually rewarding partnerships the school has developed with business and community groups.

Another such partnership is with the University of New Mexico, which sends volunteer doctors once a week to check students identified by the school nurse as being in need of special medical attention. Parents are notified of the referral and invited to attend the free examination. Once a visiting doctor makes a diagnosis, the child is treated or referred to a specialist. The school helps parents who are unable to pay for a specialist find resources among local social agencies. An alcohol/drug specialist from UNM also trains teachers who lead student support groups.

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Palatine, Illinois

Palatine High School: Building on Loyalty, Guarding Against Complacency

Palatine High, a three-story modern building on a 60-acre site an hour northwest of Chicago, is busy, pleasant, comfortable. With 23 sports and more than 70 clubs and activities, the campus is bustling with activity from early morning to about 10 pm, says principal Nancy Robb.

"We have students here whose parents and grandparents attended Palatine High School. And although this building is new, they still feel an allegiance, and there's a lot of pride in the school. There's a small-town sense of loyalty here." The school's parent booster club, for example, includes almost 700 families.

Palatine's drug-related suspensions went from 35 in the 1981-82 school year to 12 in 1989-90. How did the change come about?

"With drug education and prevention, you have to do many different things to make a difference, and it takes time, but there are some quick ways to get going," says Robb.

Students sign conduct code

"For starters, 70 percent of our students are involved in either the athletic or the activity programs. Before our students can participate, they must sign a code of conduct saying that they will remain drug free, and then there are consequences and penalties if they do not." Athletes and their parents are required to attend a drug-awareness meeting at the start of the season.

"So we have a large percentage of the student body who, by virtue of their choosing to be involved in these activities, get the message right off. The message then spreads to other students," Robb explains.

"For example, our athletes wear 'Drug-Free Athlete' T-shirts every Friday, and that has a real impact. These are high-profile kids who serve as terrific role models for others. More and

Palatine High School

Grades: 9-12
Enrollment: 1,750

Students from low-income families: 5.5%

Ethnic composition:
80.5% White
7.5% Hispanic
6% Asian or Pacific Islander
4% Black
2% Other

ADVICE: "It takes a lot of time and energy from your staff to develop comprehensive prevention/intervention programs, but it does make a difference. It's important not to lose sight of that." — Nancy Robb, principal, Palatine High School

Five Schools Up-Close

ADVICE: "We try to have one clear, unified voice to the students from all the adults in the school. We do that through our curriculum in almost every area. It ensures that every student gets the no use message." — Nancy Robb, principal, Palatine High School

Palatine High School (continued)

more students are finding that it's not cool to drink or use drugs.

"We try to have one clear, unified voice to the students from all the adults in the school. We do that through our curriculum in almost every area. All the students get the information, even if they're not involved in any activities."

Trained peers help troubleshoot problems

Palatine is especially proud of its 240-member TRUST group, in which students meet to talk and explore issues common to adolescents. The goal is to prevent more serious problems by providing opportunities for students to interact and support one another. Twenty-eight students, trained as leaders, meet with counselors every week and alert peers to counselor-led groups for specific problems.

No resting on laurels here

"I don't see us getting complacent," says Robb. "It will continue to be a constant battle. In our community and our country, there is a more casual attitude toward alcohol than I would like to see. It's something we'll constantly have to keep on top of. But we've gotten to the point where it's OK not to drink, and that's important."

"May 1989: The Palatine High School Booster Club had just completed months of planning and coordination to provide students with an after-prom activity that would be fun and drug free. The event was to be held on a reconditioned cruise ship; we were the ship's first party. Twenty-four hours before the prom, we were told the ship couldn't be boarded due to legal problems.

"Our plight was picked up by WGN, Chicago's largest radio station. Throughout the Chicago area, people offered help. Even Governor Thompson personally paved the way for us to use the State of Illinois Building as a substitute site for our party.

"Apparent adversity quickly turned into a very positive situation. The entire community rallied to our support, both for our immediate problem and our long-range goal of providing alternatives to drug and alcohol use at parties."

— Excerpted from a parent's account in Palatine High's application to the Drug-Free School Recognition Program

Waialua, Hawaii

Waialua Elementary Makes High Achievement a Source of Self-Worth

"Whenever people think of Waialua, a small town on the north shore of Oahu, they think of sugar plantations, a stable community in a beautiful setting," says principal Sharon Nakagawa.

"We're a gentle town in the way people treat others. Homeless people have found that they won't be harassed at an isolated state beach near here, and we serve about 14 homeless children in our classrooms at any time. These families, as well as others, face a great deal of stress. We have a lot of instability and a high transient rate."

An assessment four years ago indicated that few children were using drugs, explains Nakagawa. "Yet there was a lot of drug use within the community. We asked ourselves, 'Why do our students do so well and then, when they get older, choose to use drugs?' My staff and I decided on a comprehensive approach. We attacked everything."

Focus first on academics

"We began by looking at our curriculum, revising it, and focusing on academic achievement as a source of self-worth for kids," she says. "We've had phenomenal changes: 100 percent of our third graders had entered kindergarten at the lowest levels on pre-tests; now they're above the national norm on standardized tests.

"We also targeted drug education so that it didn't just occur at a particular time, but anytime and everywhere it was appropriate, in all subject areas," explains Nakagawa.

"We decided to pursue other areas, too, in the hope that children would discover something special about themselves. We began our Renaissance Program. Staff and volunteers offered foreign languages during recess. One immigrant child who was having difficulty with English decided to try Spanish — and she really blossomed. This child found something she could do very well, better than many other children. And that's exactly what we're trying for, the feeling of success. So we expose kids to a lot of things — ceramics, hula, electronic keyboarding, acrylic painting — whatever activities will engage them and bring out their talents.

"In this school, everybody belongs to everybody. Even the custodian will advise kids. Even

ADVICE: "A school has to be conscious of the community. We believe that we are an *ohana*, a family. We may not have legal jurisdiction over what happens outside school grounds, but we feel a moral obligation to students and families."
— Sharon Nakagawa, principal, Waialua Elementary School

ADVICE: "Why not extend your efforts beyond your school doors? You can do it if you rely on other people's leadership and build that leadership, so you're not doing everything and everyone is not dependent solely on you."
— Sharon Nakagawa, principal, Waialua Elementary School

Waialua Elementary (continued)

the cafeteria manager watches out for the child who might be ostracized," says Nakagawa.

We are *ohana*, a family . . .

"A school also has to be conscious of the community," she adds. "We believe that we are part of an *ohana* — a family. We may not have legal jurisdiction over what occurs outside of the school grounds, but we feel a moral obligation, especially if it involves students."

One example: "When the sugar plantation laid off laborers for several months, it created a lot of anxiety," recalls Nakagawa. "As some students' grades started to plummet, we knew something had to be done and that we couldn't do it alone. So Project WIN (Waialua Initiative Network) was developed. We gathered people from Waialua Sugar Company and from different agencies, and we began brainstorming. With community and state support, we were able to get an extra person for our guidance program, to help children deal with changes and learn to think critically about problems rather than just respond emotionally."

Any child can be "at risk"

"Any approach to the drug problem has to be comprehensive," says Nakagawa. "Because if it's not, you're going to miss somebody. If you focus on the at-risk children, you'll miss the children who may not look like they're at risk," she points out.

"So if you think that, because you have drug education, you're going to prevent drug use, you're mistaken. A lot of children have drug information, but when that moment comes, that's not what makes them decide what to do. It's how they feel about themselves that influences whether they say yes or no to drugs.

"We want to help children begin to feel good about themselves," says Nakagawa. "It's the very essence of what we're trying to accomplish. We want every kid to feel, 'I can do something, I'm not just junk.' Then, if in the future things don't go well, at least that child has something worthwhile to hold on to."

Waialua Elementary School

Grades: K-6
Enrollment: 599

Students from low-income families: 51%

Ethnic composition:
71.8% Asian or Pacific Islander
22.4% White
3.5% Hispanic
2% Black
0.3% American Indian or Native Alaskan

"We thought, 'Why not be proactive? Why not begin to change the family environment for the next generation?' If parents have knowledge of parenting skills, and knowledge that can help them get better jobs, there'll be less stress at home, and children will be better supported. So we went to the governor and got a family literacy pilot project here, in this school, where you can get your GED. We also bring in parents of preschool-age children and conduct parenting workshops," says principal Sharon Nakagawa.

With the help of the state department of education, the school also offers a parent-community networking program. A state-trained parent facilitator is at the school every day, recruiting parent volunteers and coordinating activities involving them. The facilitator also acts as a liaison with local businesses, agencies, and civic groups.

Out of this program, the school, parents, and community have formed a partnership in support of children. "When we needed classrooms, business and parent support made it possible for us to transport an unused garage to the school grounds and convert it into a classroom," says Nakagawa. A sugar plantation provided electricity and local carpenters donated their time. And when a survey showed that students thought the school was ugly, a campus beautification project drew parents, former students, service organizations, and the Filipino Association who all worked together, painting and planting.

"These projects have drawn people to interact with the school who would not have otherwise," concluded one of the site visitors to Waialua Elementary in her report. "Many parents who have done volunteer work at the school have gone on to get jobs with the skills and confidence they developed."

"In this school, everybody belongs to everybody. Even the custodian will advise kids. Even the cafeteria manager watches out for the child who might be ostracized." — Sharon Nakagawa

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ADVICE: "Students need courses that offer specific information about what different drugs do to the mind and body. But most students also need help learning that there is always more than one way to solve a problem." — Andy Bayerl, counselor, Boys Town High School

Boys Town, Nebraska

Boys Town High School: A Place of Hope and Healing

Boys Town, a one-square-mile self-contained city within Omaha, Nebraska, is home to 560 youths, about half of whom are female. Students live in eight "communities" — clusters of homes — with husband-and-wife teams called "family teachers." They have assigned group chores and individual duties such as cooking, cleaning, and laundry.

Boys Town High School, a private institution serving 420 Boys Town residents from all parts of the globe, does not look any different from most high schools, says Andy Bayerl, coordinator of the Chemical Dependency Program. "We may be less imposing than some urban schools — there are no gates, no fences. It's inside the classroom that visitors note a difference. We teach to behaviors. If a student throws an object in class, the teacher stops and deals immediately with the negative behavior.

"Our whole program is based on behavioral principles. Through a point system, students face the consequences of negative actions and earn praise for positive ones. They get points for both types of behaviors on a card they carry. Privileges come when they accumulate a number of points.

"Most of our kids come through court referrals," says Bayerl. "We try our darndest with them, because for most, the next step is usually the lockup. A good 50 percent end up at Boys Town because of drug use, either their own or their parents. Eighty percent of the girls have been sexually abused, as have 60-70 percent of the boys," notes Bayerl.

Boys Town High School

Grades: 9-12
Enrollment: 420

Students from low-income families: 65%

Ethnic composition:
64% White
21% Black
9% Hispanic
4% American Indian
2% Asian

CURBing drug use

Before a student is admitted to Boys Town, the admissions staff does a thorough background check, which identifies problems such as drug use by the youth or alcoholism at home. Students with drug or alcohol problems or with a family history of dependency enter the school's drug and alcohol program. Each youth meets with

CURB (Chemical Usage Review Board) members — Bayerl, a school counselor, the youth's family teachers, a community director, clergy of the youth's faith, and two student residents.

"We do an in-depth evaluation of the student's problems and share it with him or her. Then we set up a personalized program based on that evaluation," explains Bayerl.

Some courses are mandatory

"Students at risk of drug or alcohol use because of family history also take a course we've created called Living Without Chemicals. Those who are drug dependent take Advanced Living Without Chemicals, which is pretty close to a treatment program; for example, we do AA's 12 steps. A nine-week course called Children of Alcoholics deals with co-dependency issues.

"These courses contain specific information about what different drugs do to the mind and body. We also do a lot with peer support, with building trust and self-esteem, with helping students learn that there's more than one way to solve a problem," notes Bayerl.

"But our concern isn't just with those students in our drug and alcohol program. Every student at Boys Town High takes two drug prevention courses. One is Staying Free of Chemicals, part of the science program. Kids learn about the physical and psychological effects of tobacco, alcohol, or other drug use. The other is Journey Through Life, part of the religion program. Here the focus is on the value of a drug-free lifestyle from a spiritual viewpoint."

Boys Town goal: reunite the family

Though students do not live with their families, the school works to involve parents as much as possible. "We send literature to parents explaining our programs. If the family lives nearby, we try to get them to our parenting classes," says Bayerl.

"It's tough. Many of these kids come from dysfunctional families. We try to get the family back on track by encouraging the parents to seek counseling or treatment for their own problems. The goal at Boys Town has always been to correct troubled behavior, then to integrate the youth back into a *functional* family.

"Do we succeed? Sometimes yes, sometimes no," concludes Bayerl. "Out of the nearly two thousand kids I've had contact with here, there has been only one I wasn't able to reach in some way. That hard exterior isn't that deep if you only listen to kids. But you have to listen. I don't mean hear, I mean listen to them."

"Out of the nearly two thousand kids I've had contact with here, there was only one I wasn't able to reach in some way. That hard exterior isn't that deep if you only listen to kids." — Andy Bayerl

ADVICE: "I think the real meaning of the generation gap is when adults talk on one level and kids talk on another. Too often, as adults, we assume that we know what is right and how things should be for our youth. But we don't always know. That's why we have to keep listening to kids, or we're going to lose them." — Andy Bayerl, counselor, Boys Town High School

Five Schools Up-Close

Boys Town High School (continued)

"We have to keep listening to kids, or we're going to lose them. That's the real meaning of the generation gap, when adults talk on one level and kids talk on another," says Andy Bayerl, chemical dependency coordinator at Boys Town High School.

"For example, in applying AA's Twelve Steps, I kept looking for a Fourth Step that students could relate to. The Fourth Step typically has individuals admit to different dysfunctional behaviors and list people they've harmed.

"I found kids had trouble with it. So I remembered my own advice. *Listen to students.* Don't tell them what they did wrong. Ask them to tell you in their own words. This led to very insightful and soul-searching discussions: What areas in my life have I messed up? Why? What am I going to do to change? The activity becomes much more powerful than my saying, 'You have done such and such. How do you feel about it?'"

Bayerl and staff at Boys Town also help students take the lead in recognizing different options that are available to them when faced with a problem to solve.

"We work with students to help them see different avenues when making a decision. A kid comes up with five different ways to solve a problem, for example, then he or she does the pros and cons on each. He selects one — usually the one with the most pros — and tries it.

"If the solution doesn't work, we urge the student to reflect on what he learned from the failed attempt, then to look for another possible solution from the list," explains Bayerl.

"The process teaches kids that there's always more than one way to solve a problem, and that if one way doesn't work, you try another. Plus it builds self-respect, because the students are the ones who are making the decisions and they're the ones who are trying their solutions to see if they work."

It's all part of the Boys Town approach: *listen to students and help them believe in themselves.*

Buckner, Kentucky

Oldham County High School: Where Saturday Night Is Special

It is Saturday night in a small town in Kentucky's horse-farm-and-subdivision country. Urban Louisville is just a half hour away, but a couple hundred teenagers gather at Oldham County High School, as they have every other week for more than six years.

Inside is food, donated by the community, plus movies, games, sports, and more. It is all free — even the food — once a student buys a $2 "drug-free" button that is good all year.

"We go to the video store and pick out the movies," explains principal W. Blake Haselton. "We've had a fashion show and people come in to 'do colors' for girls. The main thing is that it's fun. An open gymnasium always draws kids. They play volleyball and basketball. They can run half a dozen games simultaneously, and they can work out in the weight room.

"There is a game room, too, with a pool table, Ping-Pong, and arcade machine — all donated. The only time kids get to use them is Saturday night. And some kids just want to sit and talk," says Haselton.

School is center of the community

"Parents, and people in the community without kids, oversee it. Initially, we were concerned about key control, making sure classroom areas were locked up, watching who had what keys, because we were entrusting building security to volunteers. Now we've got that worked out. School personnel may stop by, but it's strictly a social call. The law enforcement agencies are actively involved; they'll check in.

"Our Saturday nights work for us. They provide both an atmosphere of safety and entertainment for students. There's no real entertainment in the county, and the school is the focus of the community," Haselton explains.

"We believe strongly

Oldham County High School

Grades: 9-12
Enrollment: 930

Students from low-income families: 15%

Ethnic composition:
96.6% White
2.3% Black
0.5% Asian or Pacific Islander
0.4% American Indian or Native Alaskan
0.2% Hispanic

ADVICE: "Share the school facility with the community. Open your library to community members, and let them know they're welcome. We want parents and communities involved in our schools." — W. Blake Haselton, principal, Oldham County High School

ADVICE: "Anyone who thinks a school administrator keeping things out of the local media is serving the best interests of the school is either naive or ignoring the problem. We say, 'We've got a problem and here's how we're dealing with it. If you have any suggestions, share them with us.'"

Blake Haselton, principal, Oldham County High

Oldham County High has developed its own drug prevention curriculum. "Our curriculum is part of a total school substance-use education program," notes the school's application to the Drug-Free School Recognition Program. "We believe that no one curriculum fits every school's requirements. Each school is unique and has different needs."

How did Oldham County High develop its drug prevention curriculum? School staff, district curriculum committees, and the Parent-Teacher-Student Association examined several approaches while considering the following criteria:

- **Is the curriculum based on current research about why young people use drugs?**
- **Does it provide information about the physical and psychological effects of tobacco, alcohol, and other drug use?**
- **Does it focus on "gateway" drugs?**
- **Does it take a positive approach, helping every student to feel that he or she can resist negative peer pressure and live a positive, drug-free life?**

in sharing the school facility with the community, opening it up to them. We have extended library hours until 6 pm, and people come in, although our community has a public library, too. We let them know that they are welcome to use our facilities. The school is also used by the community during the summer," he notes.

Choosing positive lifestyles

"Sometimes it's frustrating. You think, we've got 250 here on Saturday night, where are the other 650? But the point is that we try to provide an opportunity for people to live what we think are positive lifestyles.

"We offer positive role models in our staff. For example, we have a completely smoke-free campus. You've got to walk what you talk, so we ran smoking out of the building altogether — at all events. We had nothing but cooperation from staff, and we've gotten a lot of praise for doing it. A no-use message also has a lot more meaning for kids when they know that a school staff is meeting the same standards as those expected of students," says Haselton.

"In our society, we tend to say, well, if you want to smoke or drink, that's your business. But at school, and in our community, there is a level of commitment that has built up over a period of

time. Parents and the community are involved in the school — and we want them involved."

Solving problems together: school, parents, community

"In some places, parents and the community might come to a school and say, 'What are you going to do about your drug and alcohol problem?' Our response here is, 'What do you mean what are *we* going to do about it? It's a community problem. What are *you* going to do about it? Are you prepared to support us in activities or are you going to just talk about the problem?' And most of them will say, 'What do you know about this problem and what can we do about it?' Here, the school doesn't accept responsibility for what goes on in the community. The community accepts responsibility for what goes on in the schools.

"We are assertive in saying to the community, 'We're going to have model schools here, and that means we're going to have an outstanding school district, and you're going to make it that way,' " adds Haselton.

What are reasonable expectations for a community?

"We will sit down with parents and say, 'Is this a reasonable expectation for our community, and, if it is, are you prepared to have some ownership of the problem? And if you are, can we count on you to support what we're doing?'

"Our toughest problem is the attitude of society at large toward lifestyle: the notion that it's acceptable for kids going to graduation or going to proms to drink to have a good time," says Haselton.

Getting the message heard

"We work to get our message out. We do it in school newsletters. We'll advise our local newspapers, and sometimes radio and television, that we have a problem. We'll say, here's the problem, and here's our attitude about it, and we need your help to prevent it from occurring in the future," he explains.

"A community develops a sense of trust and confidence in the school if they know they're going to be advised about what goes on," notes Haselton. "Your community can do an awful lot to eliminate problems for you."

Washington Middle School, Palatine High, Waialua Elementary, Boys Town High School, and Oldham County High each started where your school may be today — with a drug problem to solve. Through the vision of key individuals and the commitment of staff, students, and community, each school is well on its way to making the title of "drug-free school" a reality.

On the pages that follow, you will read of more schools with drug prevention and education strategies to share, schools that are putting their ideas into action in exciting and successful ways.

Ideas into Action

It is one thing to know that community involvement is key to a successful drug-free program or that setting a policy is essential. It is another to implement the strategies that will put these principles into practice. In the section that follows, you will find ideas —lots of them — from educators whose schools have been honored in the Department of Education's Drug-Free School Recognition Program. Use their how-to-do-it, when-to-do-it, whom-to-do-it-with experiences to help make your school drug free.

Ideas to Implement in Seven Key Areas

You will find guidance from research and practical suggestions in each of the following areas:

- ▲ Assessing and monitoring a drug problem
- ▲ Involving the community in developing and sustaining a drug prevention/education program
- ▲ Setting and enforcing school drug policy
- ▲ Developing and selecting a drug education curriculum and appropriate support/resource materials
- ▲ Training all staff in program components
- ▲ Engaging students in all aspects of your drug prevention/education program
- ▲ Working with parents to garner their support at home and in school

These recognized ideas and approaches may provide insight into ways your school can accomplish its drug prevention goals. Or they may simply reassure you that others have found ways to meet diverse challenges, and so will your school.

Look, too, for advice from principals and counselors who have learned from experience what works and what doesn't in developing a program. They share in frank yet helpful language what they would do differently if they had it to do over again.

No Recipes, No Formulas

What you will not find is a formula for creating a drug-free school. As these principals caution, trying to fit someone else's program into your setting is a recipe for failure. A school must develop an approach that meets the unique needs of its students, staff, parents, and community. So borrow ideas from successful schools, adapt their action plans — then add what you know about your students' and your community's special strengths and needs to create a program of your own.

1

First Assessment, Followed by Monitoring

Lawrenceville Middle School, Lawrenceville, Georgia, did not wait for a crisis to assess the drug education needs of its 1,200 students. After a countywide survey in 1981 indicated that local adolescents were using tobacco, alcohol, and other drugs, administrators at Lawrenceville

Middle School took action. It became the first school in Gwinnett County to set up a prevention program for its sixth, seventh, and eighth graders. In the ensuing decade, students were surveyed three times to measure the success of the school's drug prevention and education efforts.

Sizing up the extent of a drug problem is critical, insists principal Joan Akin. "Even if you know your school has a problem, do a survey to pin down the problem and have a benchmark to measure your progress. It's hard to evaluate your efforts unless you've done a survey early on."

In Assessing the Problem, Assure Anonymity

Committing to assessment is one step; choosing the right survey instrument is the next. To get an honest assessment, a survey must be anonymous. Students will not be frank about their own use of tobacco, alcohol, or other drugs if they fear their names will be known, their parents will find out, and their involvement in athletics or other extra-curricular activities will be curtailed.

Get Plenty of Data

Your survey instrument should yield sound data that provide a basis from which to measure and monitor progress. You need facts and figures to help identify the number and percentage of students using tobacco, alcohol, or other drugs; when drug use begins; and what drugs are being used.

Keep the following tips in mind, say researchers and principals:

▲ Inform the school board, superintendent, and local public officials of your assessment plans. Their support is critical.

▲ When selecting a survey instrument, make sure it complies with Federal, state, and local regulations regarding privacy of students, staff, and families. Your school's attorney should review it. (See also "Parental Consent Requirement" in *Learning to Live Drug Free: A Curriculum Model for Prevention*, Part VI-1.)

▲ Survey both students and school personnel.

▲ Meet with parents to gain their views on the nature and extent of student drug use.

▲ Consult with law enforcement officials to get their perspective on the extent and character of tobacco, alcohol, and other drug use in your community.

▲ Involve school staff in discussions of the survey results and in identifying areas of the school campus where drugs may be used or sold.

▲ Share the assessment results with parents and with the community. Avoid euphemisms — use

ADVICE: "The schools that have the most success in creating and implementing a drug prevention/education program are those that integrate the program into the entire structure of school life. Just as you put up the flag every morning, you work daily at keeping your school drug free." — Ron Klestinski, dean of students, Roncalli High School, Manitowoc, Wisconsin

What a Survey Should Measure

Whether you purchase a commercially published assessment tool, obtain one from your state education office or other agency, or create your own, make sure it includes questions that gauge each respondent's:

- **Knowledge of the school's tobacco, alcohol, and other drugs policy.**
- **View as to whether the policy is fairly and consistently enforced.**
- **Attitudes and opinions regarding the use of tobacco, alcohol, and other drugs.**
- **Frequency of use of tobacco, alcohol, and other drugs.**
- **Understanding of the physical effects of the use of tobacco, alcohol, and other drugs.**
- **Familiarity with available resources for help.**

Turn to Helpful Resources, page 58, for organizations that can direct you to survey sources.

straightforward language in explaining the extent of drug use among community youth.

▲ Keep records of use, possession, and sales of drugs and drug paraphernalia in school over time, to have a means of gauging the success of education and prevention measures. Look also at attendance records and figures on referrals for disciplinary action to evaluate program success.

★ Educators at Katherine A. Deasy Elementary in Glen Cove, New York, used an informal assessment to determine that their K-5 students needed a drug prevention program. Principal Francine Zausmer and staff considered state and county statistics on drug use, information from county officials about crack cocaine filtering in from other communities, and teacher observations of students whose low self-esteem or difficult home situations put them at future risk of drug use. At an open meeting for parents and community members, Glen Cove police officers and school administrators used a video and drug-paraphernalia display to explain the level of drug use in this small city and the need for preventative measures at the elementary level.

★ Assessment is not just a first step, it must be ongoing, says Diann Lavik, a counselor at Stevens Middle School, Port Angeles, Washington. Lavik reports she and other counselors conduct a series of talks with teachers and students every couple of months. Through these informal needs assessments, they determine how well current strategies are working and listen for any new problems to address.

2

Involving the Community

Fifteen years ago, North Providence High School in North Providence, Rhode Island, had "a wicked reputation for drugs. Nearly an ambulance a day left the school with some drug-related emergency," recalls principal Louis Lanni, Jr. Determined to change the situation, Lanni joined forces with the local chief of police. Together they attended a conference on drug-free schools and communities, then got a grant and staged a week of drug-awareness training. Participants included the mayor, other local officials, teachers, the police chief, and Lanni. That week marked the beginning of the end of North Providence High's drug problem.

Community Support Is Critical

Community involvement is still an integral part of North Providence's drug education pro-

gram, says Lanni. When the school raises money for the program, the town provides tremendous support. One door-to-door campaign for donations raised $10,000 in four hours. The Department of Public Works drove students through neighborhoods on sanitation trucks with police cars, sirens blazing, leading the way. Firefighters helped teens collect contributions from drivers waiting at street corners.

After-prom parties and all-day, end-of-school picnics are chaperoned by community members. The refreshments are donated by area businesses; even local DJs volunteer their services. "The only way to keep kids off drugs is to build self-respect and to show them that they can have a good time under somebody's supervision — instead of sitting in somebody's cellar getting high," says Lanni.

Those "somebodies" helping students to stay drug free must include community members along with parents, says Sandy Shoemaker, student-assistance coordinator at Meadowlawn Elementary, Monticello, Indiana. "Remember, drug use by young people is not a 'school' problem, it's a community problem," says Shoemaker. "To solve it, there has to be community support for whatever a school tries to do."

Be Sensitive but Insistent

There is no one formula for building such support, say educators in winning schools. Each staff must be sensitive to the culture of the community, yet must not succumb to those within it who deny there is a problem with tobacco, alcohol, or other drugs.

"Too many adults think 'the drug scene' is just part of being a teenager. If that's a problem in your community, it's the one to tackle first," says Sister Camille Anne Campbell, principal at Mount Carmel Academy, New Orleans, Louisiana. (For help with community denial, see "Tough Problems/Smart Solutions," page 40.)

How can your school create community alliances? Here are 10 strategies to try from recognized schools:

▲ Educate the community about the extent of tobacco, alcohol, and other drug use by local youths by disseminating survey results. Be careful of privacy issues.

▲ Increase community understanding of the problem through open meetings, media coverage, and education programs.

▲ Invite community members to help shape the goals of a school drug policy and develop a plan for prevention and enforcement.

▲ Involve community members in creating or

Schools cannot do it alone, say principals with exemplary drug-free programs. They agree that community support is essential. Mentor programs in which adults tutor students — or just offer friendship and support — are found in nearly every model school recognized by the Department of Education.

BEST COPY AVAILABLE

ADVICE: "Remember, drug use by young people is not a 'school' problem, it's a community problem. Which means to solve it, there has to be community support for whatever a school tries to do."
—Sandy Shoemaker, student-assistance coordinator, Meadowlawn Elementary, Monticello, Indiana

selecting a drug education curriculum.

▲ Ask every citizen to help enforce the school's no-use policy and to obey it when attending school-sponsored functions.

▲ Seek the cooperation of police officials in assessing a school's drug problem, in setting and enforcing policy, and in evaluating the impact of policy and programs on community drug use.

▲ Encourage collaborative arrangements by bringing together staff, parents, school board members, police officials, treatment organizations, local merchants and professionals, and private groups to share ideas and expertise on education and prevention.

▲ Call on local health care professionals who have proven expertise in the area of drug addiction to share their knowledge of the effects of tobacco, alcohol, or other drug use with students, staff, parents, and community members.

▲ Work with owners of stores that sell tobacco and alcohol products to ensure that they and their employees know and observe state laws against selling to minors.

▲ Work with local officials to pass ordinances that help to discourage tobacco and alcohol use by students, such as limiting where vending machines are placed and where advertisements for these products may appear. Encourage vigorous enforcement of laws governing the sale of tobacco and alcohol to underage persons.

★ Neighborhood merchants around Huffman Middle Magnet School, Birmingham, Alabama, help enforce the school's no-use policy by reporting any suspicion of drug use or sales to police. Participating businesses display "RAIDers (Resist Actions Involving Drugs) Watch" signs in their windows.

★ Little Elm Middle School, Little Elm, Texas, gets plenty of help with its drug education program from LEAD (Little Elm Against Drugs), made up of representatives from local businesses, churches, civic groups, law enforcement agencies, and school staff. Regular meetings feature speakers, films, and discussions on topics related to drug use. LEAD also forms the nucleus of an area Crime Stoppers unit.

★ Christ the King Catholic School, Omaha, Nebraska, has teamed up with a local hospital to develop a program for fifth and sixth graders and their parents on issues related to adolescence. Students and parents together attend evening sessions at Bergan-Mercy Hospital, with hospital staff acting as co-teachers. Diet, hygiene, and developing coping and refusal skills are stressed, as well as the physical effects of drug use.

★ Abraham Lincoln Junior High, Washington, D.C., gets frequent visits from U.S. Department of Justice staffers, who come not to spot juvenile offenders but to help students in need of a friend. More than 90 employees, from F.B.I. agents to lawyers to secretaries, work with students as tutors and role models. Lincoln's principal, Dr. Margaret Saxon, has also developed mentor programs with nearby Georgetown and Howard universities.

★ Bayou View Junior High, Gulfport, Mississippi, credits community support with much of the success of its drug-free campus. The power company sends employees to work one-on-one with students. Two local restaurants supply pizza at drug-free activities, while area soft-drink bottlers sponsor drug education presentations and furnish free soda. Law enforcement officials, from the police chief to the juvenile court judge, participate in school activities.

★ Administrators at Oakland Junior High, Columbia, Missouri, worried that post-prom parties in motels are opportunities for drug use, ask area lodgers to refuse prom night reservations from anyone who is not of 21 years of age. Motel managers willingly comply.

3

Setting and Enforcing Drug Policy

Your school has completed an assessment and you have an understanding of the extent and nature of drug use by students. Now you need a policy. But it takes more than writing down some rules. Those who have implemented successful policies caution that the most promising drug prevention program is undermined if school policy is not clear, direct, and viewed as fair and appropriate by students and staff. Once your policy is established, everyone — school and community combined — must review it, understand it, and know it will be consistently enforced, without question, without exception.

Setting Policy Is Everybody's Business

Strong, sound policy is not made in isolation. The more people — students, staff, parents, police, community members — who feel ownership of the policy because they had a hand in shaping it, the more support you build for it from the start.

Since your no-use policy forms the core of your drug prevention program, educators in

ADVICE: "Publicize your drug education activities around the community. We hang student-made anti-drug banners in our county justice building. You want a high profile, to tell people you're serious!" — Joan Akin, principal, Lawrenceville Middle School, Lawrenceville, Georgia

"If I had it to do over again," says principal Ivan Cendese, Highland High School, Salt Lake City, "I would have started with a more personal way to give parents information on our no-use drug policy."

At first, Cendese followed the common practice of sending a student handbook and a form home for parents to sign. Then he wondered, did anyone actually read the policy? He worried about family literacy and about English-proficiency issues. Eventually, he decided the handbook was not enough.

Now Cendese meets with every parent and student to review school policy. They get the message that Highland High takes its no-use policies very seriously. "Kids must sign that they understand the policy, and we keep those signatures," he notes.

recognized schools suggest it should:

▲ Clearly prohibit unlawful drug use, possession, and distribution in school and at school functions.

▲ Apply to students, school staff, and any community member attending a school function.

▲ Explain what constitutes a drug offense:

1. Define illegal drugs, including alcohol and tobacco products, for students.

2. Specify the extent of school jurisdiction; for example, school property and all school-related functions on or outside school grounds.

3. Outline types of violations — possession (including storage in lockers), use, under the influence, distribution of drugs/paraphernalia, sale of drugs/paraphernalia.

▲ Identify consequences of a student's first offense and of repeated offenses — always including parental notification as part of the procedure — and link punitive action with referrals for treatment and counseling.

▲ Ensure that policies regarding search of students' lockers or persons, suspension, and expulsion are in accordance with Federal, state, and local laws. (Consult with your school's attorney to obtain that assurance.)

▲ State the school's position if a student is caught possessing, using, or selling drugs off school grounds during non-school hours.

▲ Identify the responsibilities of school officials, parents, law enforcement officials, and any others who will implement the policy.

Enforcing Policy: Be Fair, Be Consistent

What matters most when enforcing policy is fairness and consistency. Any hint of a double standard — treating adult violators less severely than students; letting well-connected teens or star atheletes off with a hand slap — will undermine respect for the policy and for the school's drug prevention program as a whole. Other enforcement suggestions:

▲ Publicize the policy to be sure everyone — staff, students, parents, community members — knows the policy and the punishments if rules are broken.

▲ Have people and programs in place to back up the policy. Develop an in-school suspension program if there is none.

▲ Work with local businesses that employ students through vocational programs to make sure that students do not possess, use, or sell illicit drugs.

▲ Review enforcement practices regularly to ensure that penalties are uniformly and fairly applied.

★ An anti-drug motto helps build support for a no-use policy. Two examples: Students at Rose Park Elementary, Salt Lake City, Utah, sport "It's Hot to Not" T-shirts; children at Bristow Elementary, Bowling Green, Kentucky, get "Hugs, Not Drugs."

★ Knowing what students are doing out of school makes for more effective enforcement in school, says Oakland Junior High, Columbia, Missouri. "We heard kids were hanging out at the mall buying caffeine pills, then taking large quantities to get 'hyper,'" assistant principal Joe Paulsen recalls. When a student was caught with pills in school, the staff knew it was nothing to ignore. "Even though caffeine is not an illegal drug, we put a notice about the pills in the PTA newsletter," says Paulsen. "Parents appreciate knowing what's going on."

4

Selecting or Developing a Drug Education Curriculum

Whether adapted from commercial packages or homegrown, the drug education curricula in recognized schools are as varied as the schools themselves. The focus — especially at the elementary level — is often on developing self-respect and social interaction and refusal skills, while learning the dangers of drugs.

Some schools work to integrate a drug education curriculum into their academic program. Other schools offer separate courses on drug prevention. Embodied in both approaches is the belief that students who meet high standards and experience academic success are less likely to turn to drugs.

Whatever a school's approach to drug education and prevention, it must be a comfortable fit for students, staff, and locality. "Don't try to copy someone else's curriculum," advises principal Joseph Light, Drakes Creek Middle School, Bowling Green, Kentucky. "Borrow ideas to be sure, but use them to create your own curriculum, one that meets the unique needs of your school and community."

Selecting or Developing Curriculum: Do's and Don'ts

The selection of a drug education curriculum depends on a school's needs and resources — both human and financial. Before the selection process begins, say principals of winning schools, first set up a broad-based task force to

Does your school need answers to legal questions about drug policy? Your school's attorney or state education office should be able to offer guidance. These national organizations can also help:

- **Council of School Attorneys, National School Boards Association (NSBA) conducts programs and seminars and publishes monographs on legal issues affecting public school districts. Write NSBA, 1680 Duke St., Alexandria, VA 22314; (703) 838-NSBA.**
- **National Organization on Legal Problems of Education (NOLPE), a nonprofit group, disseminates information on current issues in school law and serves as a clearinghouse on education law. Write NOLPE, 3601 SW 29th St., Suite 223, Topeka, KS 66614; (913) 273-3550.**

Ideas into Action

"If I had it to do over again," says Dr. Margaret Saxon, principal, Abraham Lincoln Junior High, Washington, DC, "I would have started our drug prevention program by integrating the drug-free message into all curriculum areas. We learned the hard way that it's the only approach that really works," says Saxon.

"Like many schools, we started with 'Don't do drugs' assemblies and lectures every month. But those tactics only frighten some students and turn off others," she explains. "You have to infuse the no-use message into what students are learning in health class, in science, in social studies. Curriculum integration is the most effective way to show students why they shouldn't do drugs."

pinpoint what the ideal curriculum should contain. With criteria in hand, a committee can evaluate commercial packages or set objectives for school or district curriculum writers.

As you proceed, it is important to know what you want to communicate and what you don't, what works and what doesn't. Consider the following guidelines in setting criteria and in selecting and implementing curricula.

A solid curriculum:

▲ Teaches clearly and consistently that use of illicit drugs and the unlawful possession and use of alcohol and tobacco is wrong and harmful.

▲ Teaches that all students can say no to drugs.

▲ Focuses on why students take drugs and helps them develop coping and refusal skills.

▲ Promotes sound personal health and self-confidence.

▲ Teaches principles of good citizenship.

▲ Offers appropriate information on intervention and referral services.

▲ Includes strategies to involve parents and community members in supporting drug education.

▲ Is academically sound.

▲ Provides ways of assessing what students learn.

When developing a curriculum:

▲ Involve school staff, students, parents, and community members in establishing curriculum criteria and objectives.

▲ Consider the extent of the school's drug problem and the age and sophistication of students in selecting a curriculum emphasis.

▲ Make it comprehensive; provide lessons or activities for all students at every grade level.

▲ Take an interdisciplinary approach, reinforcing the no-use message in all subject areas.

▲ Train all staff in the curriculum.

When adapting existing materials:

▲ Use recently published materials and ensure they are current and accurate.

▲ Check that health consequences of drug use are fully described and draw on the most current research.

▲ Reject anything that implies that drugs, including tobacco and alcohol, themselves are not harmful.

▲ Reject anything which implies that responsible use of drugs is acceptable.

▲ Reject anything that implies it is a child's own decision to try drugs.

▲ Reject activities that encourage teacher or student disclosure of past tobacco, alcohol, or

other drug use as a means of stimulating classroom discussion.

When implementing curriculum:

▲ Assign responsibility clearly, so that each teacher knows his or her role in drug education.

▲ Assess regularly, using tests and other means, to determine how well students are learning.

▲ Evaluate the curriculum's effectiveness in meeting your goals of a drug-free school.

▲ Review materials and teaching practices regularly to ensure the curriculum stays current and appropriate.

▲ Set up a system for revising curriculum.

▲ Keep parents and community members involved in curriculum activities and decisions.

You may want to consider as a framework, *Learning to Live Drug Free: A Curriculum Model for Prevention* (K-12), published in May 1990 by the Department of Education. It is available from the National Clearinghouse for Alcohol and Drug Information. (See Helpful Resources, page 58, for ordering information.)

★ Principal Michael Hall at Anderson High School, Cincinnati, Ohio, assembled a committee of parents, students, teachers, community members, and administrators to develop a drug education curriculum for the school's 1,800 students, grades 7-12. English, science, and social studies courses include drug education objectives, as do electives, from "Skills for Independent Living" to "Drawing and Painting" to "Modern Mass Media." Materials are reviewed annually by a 23-member committee.

★ Leoline Horton Pre-Kindergarten, Westlaco, Texas, starts early to help its 582 preschoolers learn the dangers of drugs through health activities that focus on the difference between medicines and drugs. Teachers also work to encourage self-discipline and self-help skills, reports principal Joe Ybarra.

★ As part of the social studies curriculum at Mollie E. Ray Elementary, Orlando, Florida, fifth graders take "Crime and Consequences." Field trips to juvenile court and to the county jail illustrate the harsh realities of using drugs and getting involved in other illegal activities.

★ At Andrews Academy, Berrien Springs, Michigan, teachers in grades 9-12 underscore this private school's no-use message in their content areas. Each teacher draws up a subject-specific plan that outlines goals, objectives, activities, and resources which he or she will use with students.

Schools recognized by the Department of Education's Drug-Free School Recognition Program stress that coordination of services among local agencies — law enforcement, social services, family assistance, medical providers — is a must if your program is to have full impact.

"If we had it to do over again," say Judi Bachay and Marva Duhart, drug education coordinators at Parkway Middle School, Opa Locka, Florida, "we would skip the 'scared straight' approach completely. It doesn't work to use recovering alcoholics or ex-addicts as visiting speakers."

As part of the school's locally developed curriculum, Project TRUST (To Reach Ultimate Success Together), initially ex-addicts were invited to share their experiences as warnings to students. But, says Bachay, Project TRUST specialist, she and Duhart, student-services specialist, learned quickly that the approach actually backfires. However shocking and painful the stories an ex-addict or recovering alcoholic tells, "kids don't focus on the devastation," says Duhart. "Instead, they see somebody who sampled but who's okay now. That sends the wrong message."

5

Training School Staff and Other Role Models

Five years ago, before spearheading drug education at Emmerich Manual High School, Dr. Robert Hignite admits he had lost much of his enthusiasm for teaching. A 20-year veteran of this Indianapolis school, where three-quarters of the students are from low-income families and half are from single-parent homes, he had seen all of the problems of an inner-city environment and too few solutions.

Today, as director of the school's Student Assistance Program, Hignite feels a renewed commitment to students and his profession. Research-based training in drug education has helped him see solutions and has restored his optimistic approach to students. As the person in charge of training administrators, teachers, and support staff in drug awareness and prevention, he communicates that same upbeat attitude to every adult at Manual High. "Don't underestimate the impact a successful drug education program can have on a school staff," says Hignite. "It can boost morale and help rebuild satisfaction in teaching!"

Train Everyone and Train Them Thoroughly

Researchers on drug education policy say an oft-repeated mistake is the failure to train everyone — from principal to cook to coach to custodian — in drug awareness and prevention. Involving all staff members gives everyone ownership of the program and enlists everyone's responsibility for its success.

Frank Chappell, principal, Higgins Middle School, McComb, Mississippi, even trains community members who volunteer to work with at-risk students in the school's Mentor Program, to ensure the school's no-use message is consistently applied.

Training must be comprehensive and constant. A once-a-year video or pep talk is not enough. "A staff has to truly understand addiction and everything related to it," says Marie Carroll, principal, John James Audubon Elementary, Kenner, Louisiana. "And don't wait for special inservice sessions. Be ready to focus on drug-related issues anytime they come up." To assist staff training and awareness, Audubon Elementary maintains a professional library of more than 60 up-to-date publications on drug education and prevention.

Knowledge acquired through training can also

help a staff recognize the value of teaching about drugs before children are tempted to use. "Prevention is key at the elementary level," says principal Carl Tomlinson, Weldon Elementary, Clovis, California. "But when there's not a big drug problem, it can be harder to mobilize staff. Discussion, special programs, and training really help to bring everyone on board."

Role Models Are Important, but Select Carefully

When it comes to communicating the value of a drug-free lifestyle, nothing makes a stronger impression on students than positive role models. Hearing the message from someone they respect, seeing that philosophy lived up to by parents, teachers, and community adults, helps students to believe it and to emulate it.

Robert Edwards, principal, Parkway Middle School in Opa Locka, Florida, says that strong role models are especially important in schools in drug-ridden neighborhoods, where educators feel a particular urgency to tarnish the "glamour" of big-spending drug dealers. "We try to get more professional men from the community into our schools, sharing their skills and their optimism," says Edwards. "Kids need positive role models to counter the flashy drug dealers."

Recognized schools typically do not use recovering addicts or alcoholics as speakers in drug prevention/education programs because they send a wrong message: "You can do drugs and do OK." At Towson High School, Towson, Maryland, all speakers must be approved by the adminstration. Lehi High School, Lehi, Utah, has no tobacco users among the school staff and the school invites resource persons known to be non-users — from Utah Jazz and from nearby Brigham Young University, among other institutions — to work with students.

Finding the Time and Money for Training

Allocating resources in a time of tight budgets is not easy, but principals say the time and money are there if you make the commitment to a program. Most use a mix of funding sources — Federal, state, and local funds, combined with private support.

"It's an ongoing challenge," says Joe Pope, principal at Illahee Junior High, Federal Way, Washington. "We write for many government and private grants. We've also added 10 minutes onto our day for staff needs, and every two weeks we delay students' arrival by two hours and use that time for staff development. A school has to be creative to meet these needs."

When designing training, keep in mind:

- **Train all school personnel in awareness of drug issues and knowledge of specific drug effects.**
- **Make sure training is systematic and complete; mandatory, not optional; and ongoing, to ensure all staff members, including new staff, receive current information and training in drug prevention.**
- **Ensure that trainers themselves are effective and well versed in the most up-to-date information on drug education/prevention strategies.**
- **Provide teachers with background and general prevention techniques to help them incorporate varied approaches and materials within their disciplines.**
- **Scrutinize training provided with a commercial curriculum to ensure it meets your school's needs.**
- **Entrust counseling and referral activities only to staff members who have received special training and possess proven competence in these areas.**

ADVICE: "Give non-using students a high profile in your school. Students who show by example that you can say yes to a full life and no to drugs are the very best role models a school can ask for."
— James Groestra, program coordinator, Brophy College Preparatory, Phoenix, Arizona

6

Involving Students in Drug-Free Activities

Brophy College Preparatory in Phoenix is the only all-male private high school in Arizona. Its nearly 1,200 students represent a mix of races, religions, and economic backgrounds. Among those students, Brophy believes, are individuals who hold the key to encouraging others to live a drug-free life. "Identify the students who are non-users, then make sure they have a very high profile in your school," says James Groestra, coordinator of the behavioral-health program, the core of the school's drug curriculum. "Students who show by example that you can say yes to a full life and no to drugs are the very best role models a school can ask for."

Give Students a Sense of Belonging

Student role models, peer-support groups, drug-free activities — these are all ways that schools encourage students to say no to drugs. Some, say principals, may seem inconsequential at first, but look again. "It's not our drug program alone that works," says Quentin Messer, principal at Northwestern Junior High, Jacksonville, Florida, "it's all the other ways we show we care that help the program to succeed." For example, every student gets a ribbon to wear on his or her birthday. For some kids, says Messer, it is the only acknowledgment of their special day they get. "We repeat day in and day out, 'do your best, be your best. You can't do your best if you're doing drugs. We don't want you doing drugs.' For most kids, showing you care makes the difference."

Down the road in Orlando, principal Leonard Ingram and staff also work to create a sense of belonging among students at Mollie E. Ray Elementary. "On one school wall we have a mural with a rainbow and every student's handprint — all 813 together! It's one way we try to create a sense of connectedness," says Ingram.

Photos replace murals at the Lawrenceville Middle School, but the goal is still to develop a feeling of family. Hallways in the Georgia school are adorned with framed enlargements of students' faces. "Kids need more than a just-say-no message. We need to build up the total person. The photos make this their school," says principal Joan Akin. Counselors also give all new students a "Hope to Cope Coupon Book." One coupon, redeemable at the counselor's office, reads: *Discouraged? Feel put upon? This*

coupon will bring you a pat on the back and verbal bouquets and encouragement.

Let Students Take the Lead

Every recognized school believes that students can and should take an active role in making their school one in which not using drugs is the thing to do. These schools help students fight drug use by encouraging them to:

▲ Become knowledgeable about the effects and risks of tobacco, alcohol, and other drugs; the laws on drug use; and the penalties for breaking those laws.

▲ Understand the pressures to use drugs and ways to counteract those pressures.

▲ Help to develop and support the school's no-use policy and work to enforce it by knowing the procedures for reporting drug offenses.

▲ Set a positive example and speak openly against the unlawful use of tobacco, alcohol, and other drugs.

▲ Work to inform their own parents and the community about drug use in and out of school and about drug-free activities.

▲ Train to become a peer counselor, one who encourages others to resist drugs and who knows the symptoms of drug use and how to persuade fellow students using drugs to seek help.

▲ Join or start a club that demonstrates ways young people can have fun together in a drug-free setting.

★ More than 90 percent of the 650 students at Roncalli High School, Manitowoc, Wisconsin, participate in drug-free programs or activities. Members of R.A.D.D. (Roncalli Against Drinking and Drugs), for example, not only help to organize drug-free activities for fellow students, they also reach out to younger children by offering presentations on staying free of drugs at area Catholic grade schools.

★ Troubled teens at Anderson High School, Cincinnati, Ohio, can stop by The Room, an on-site, drop-in counseling center staffed at all times by a trained adult, as well as trained peer counselors. The Room code — "Anything that is said here, stops here" — helps students feel safe about sharing.

★ The 180 members of Crockett Colts Care (C-3) help ensure that new students at Crockett Junior High School, Odessa, Texas, feel comfortable in a new environment and get the school's no-use message immediately by acting as peer buddies and positive role models. All students at Crockett learn about the "I Care Hotline," which offers counseling and referral services to adolescents in crisis.

"If I had it to do over again," says Diann Lavik, a counselor at Stevens Middle School, Port Angeles, Washington, "I would avoid hiring an intervention specialist who doesn't have a working knowledge of schools and adolescents." Lavik hired one such specialist in drug dependency, then had to devote a good deal of time to helping the specialist understand students and the idiosyncrasies of a public school.

Lavik also urges schools to have a safety net in place for a drug-dependent student after an intervention. "If you diagnose the child as needing treatment, but have no local after-care support system, when the child goes back to the same home and same stresses, a lot of work can be undone." She advises that schools team up with mental health agencies to develop a means of ongoing support for these students.

ADVICE: "It's not a drug education program alone that works. It's all the things you do to show students you care that help the program to succeed."
— Quentin Messer, principal, Northwestern Junior High, Jacksonville, Florida

★ S.A.A.D. patches on athletes' uniforms at Ocean Township High School, Oakhurst, New Jersey, do not mean the school is having a bad season; those players are members of Spartan Athletes Against Drugs. Students sign a code of conduct, pledging to stay free of tobacco, alcohol, and other drugs. Others at Ocean Township High who actively promote drug-free living are the Peer Educators, 165 teens who teach drug-awareness lessons to third and fourth graders around the district.

★ Students interested in becoming peer counselors at Norview High School, Norfolk, Virginia, attend peer facilitator workshops off campus. Counseling experts train students in listening skills and questioning techniques and help them understand the physical and psychological state of a teenage drug user. In three years Norview High has had 83 students trained in leadership skills.

★ Browning Middle School, Browning, Montana, located on the Blackfeet Reservation, sends a small group of students to a Teens in Partnership camp each summer, where they focus on drug awareness and prevention and learn leadership skills. During the year, TIP students put those leadership skills to use as they plan and promote drug-free activities for peers.

★ At Gene Howe Elementary, Amarillo, Texas, each staff member secretly "adopts" an at-risk child from another classroom. Hugs, words of praise and encouragement, and plenty of smiles and greetings help these children to feel that "someone cares who doesn't have to," says principal Donna Clopton.

7

Involving Parents in Creating a Drug-Free School

At Lawson Elementary School in Florissant, Missouri, the annual "Just Say No Club" Family Picnic is a big event. With nearly all 467 students as club members, it is more like an all-school activity. Parents and children join teachers and principal Patrick Lee in games, food, and fun. The goal, says Lee, is "to promote family togetherness in a drug-free environment."

Ask schools with promising drug education programs the secret to their success and, without exception, they will cite parent involvement. "There's no substitute for personal contact with parents," says principal Mary Laffey, Oakland Junior High, Columbia, Missouri. "And I'm not talking about letters home."

Involving Parents: Three Key Steps

Recognized schools name three important ways that parents can show support:

▲ Communicate values at home.

▲ Know the signs of drug use.

▲ Help to set and support a drug-free policy at school and at home.

Many parents need help with these roles. And the use of tobacco, alcohol, or other drugs on the part of parents themselves heightens the tension and the challenge in getting them to cooperate with a drug-free program at school. "It's very difficult working with parents who have drug problems," says Suzanne Schwitters, program coordinator at Anthony Elementary, Anthony, New Mexico. But, adds Schwitters, you have to keep trying to reach the parents, while teaching the children refusal and coping skills.

It can take effort and imagination to involve parents, say principals, but a drug prevention/education program is not complete without them. Here is help in enlisting parent support. These guidelines are drawn from research and from the experience of recognized schools.

1. Communicating Values at Home

How parents can help:

▲ Teach standards of right and wrong, demonstrating them through personal example.

▲ Make clear to guests in your home that underage youths may not use tobacco, alcohol, or other drugs.

▲ Know your child's friends and establish common rules and expectations with other parents.

▲ Reinforce school and community rules, and hold your child accountable if those rules are broken.

★ Pleasant Grove High School, Pleasant Grove, Utah, helps parents and students with coping and refusal skills through an intervention program for teens who have violated school policy. Mandatory sessions for parent and child focus on values, communication skills, and conflict management.

★ Meadowlawn Elementary, Monticello, Indiana, invites parents to join its SAFE HOUSE network. Parents pledge to offer only drug-free activities in their homes. The school provides names of SAFE HOUSE families on request. It also maintains a parent lending library of books, brochures, and videos on drug awareness and prevention.

★ At Gene Howe Elementary, Amarillo, Texas, principal Donna Clopton adapted the intervention idea to such problems as frequent

ADVICE: "Don't give up on involving parents who are using illegal drugs or who are alcoholic. It's difficult working with parents with drug or alcohol problems, but you have to keep trying to reach them, while teaching their children coping and refusal skills." — Suzanne Schwitters, program coordinator, Anthony Elementary, Anthony, New Mexico

Specially trained peer counselors can help students resist drugs, identify symptoms of drug use, and persuade peers to seek help.

tardiness, disruptiveness, and missed homework. Parents and child meet with Clopton and agree to a regimen of activities. "An intervention says to parents that we're concerned, that the problem must be addressed before it turns into something worse," says Clopton. "We're not going to let those kids fall through the cracks."

★ The name may sound funny but the intent is not. "You've Got to Be Kidding" at Browning Middle School, Browning, Montana, is an evening of good-health activities for parents and students. Presenters discuss positive stress releasers, parenting tips, healthy eating habits, and drug-free family entertainment ideas.

2. Increasing Awareness and Understanding of Drug Use

How parents can help:

▲ Know the types of drugs and alcohol commonly used by young people and the dangers of each.

▲ Know paraphernalia associated with each drug.

▲ Know the street names of drugs.

▲ Know what drugs look like.

▲ Know signs of alcohol and other drug use and be alert to changes in a child's behavior or appearance.

▲ Know how to get help promptly if tobacco, alcohol, or other drug use is suspected.

★ Central Elementary, Gulfport, Mississippi, offers parents of K-6 students classes on stages of adolescent drug dependency and on drugs used in the community. Parents, in turn, purchase "Drug-Free Bodies" T-shirts for students.

★ Though Northwestern Junior High, Jacksonville, Florida, is virtually drug free, "we had anguished parents trying to deal with friends or relatives using drugs," says principal Quentin Messer. So the school formed a parent support group and asked a local agency to train parents in how to talk to an adult with a drug problem.

★ "The most effective weapon in the fight against drugs is a well-trained mother or father," says principal David Carlisle, Riverdale Elementary School, Germantown, Tennessee. That is the goal of Parent to Parent, a video-based workshop directed with the help of Riverdale parents who have received formal drug awareness and intervention training. Workshops focus on reasons why children use tobacco, alcohol, and other drugs; types of use; and effects on adolescent behavior.

★ Parents at Huffman Middle Magnet School, Birmingham, Alabama, volunteer for TAP (Telephone a Parent). Troubled adolescents can

reach a trained adult on this 24-hour hotline.

★ Mount Carmel Academy, New Orleans, Louisiana, a private high school, sponsors a series of grade-level meetings called "Common Concerns." Parents of freshmen, sophomores, juniors, or seniors gather together to share problems and solutions to issues ranging from grades to dating to tobacco, alcohol, and other drug use.

3. Setting and Supporting School Drug Policy

How parents can help:

▲ Contribute to shaping a no-use message.

▲ Take an active role in developing and selecting a drug prevention curriculum.

▲ Support adminstrators who are tough on drugs.

▲ Assist with planning and chaperoning of school-sponsored drug-free events.

▲ Communicate regularly with the school regarding children's behavior.

★ Glencoe Middle School, Glencoe, Minnesota, has three active parent groups. One focuses on helping to plan drug-free programs, another studies curriculum, and a third monitors school climate. The latter group sponsors "breaks" during the school day when students may meet for a snack and talk about adolescent concerns.

★ Getting the word out to working parents on drug-related issues is a challenge. Howell High School, Farmingdale, New Jersey, disseminates information over the local cable television network, as well as through the local newspaper. Jacksonville's Northwestern Junior High also televises its school board meetings.

★ All parent meetings at Klein Forest High School, Houston, Texas, are multilingual, to ensure non-English-speaking parents understand the no-use policy. Once they get the word, parents are supportive. They plan Project After Prom, all-night, drug-free events, including movies and an auction. During football season, parents also sponsor after-game midnight movies at a local theater.

★ Principal Elizabeth Hedrick at West Mid High School in Norman, Oklahoma, enjoys plenty of parent input and involvement, thanks to her 15-member parent advisory board. Each board member chairs a committee of parent volunteers who contribute in various ways to maintaining the school's positive, drug-free climate. About 250 parents in a school of 750 students volunteer, some on a daily basis.

Need More Help?

• The National Clearinghouse for Alcohol and Drug Information (NCADI) provides a range of services to the general public.

• Growing Up Drug Free: A Parent's Guide to Prevention, published by the U.S. Department of Education, is a comprehensive resource for parents.

(See Helpful Resources, page 58, for information on both.)

Tough Problems/Smart Solutions

Community denial: What can you do?

- **Gather evidence of the problem. Present it to the media and community groups.**
- **Emphasize the health risks of tobacco, alcohol, and other drug use by students.**
- **Present examples of recognized schools to prove that tobacco, alcohol, and other drug use by youth is not inevitable.**
- **Build a coalition with those who share your concern.**
- **Ask merchants to promote your tobacco, alcohol, and drug-free theme.**
- **Offer awareness training to faculty, parents, and community members.**

Problem: Children see local drug dealers as glamorous.

Solution:

Ask students to think about what they *don't* see, to consider what's really important in life, and to consider more positive role models.

That's the advice of Marva Duhart, student services specialist at Parkway Middle Community School, Dade County, Florida. "Kids see drug dealers as so successful — and they don't realize that the success is only for a season," she says. "Kids notice that the dealers are all young. We help them come to the conclusion that the older ones are either in jail or dead."

Students whose own parents are drug-involved often know all too well that it's not a glamorous life. "Even without our instruction, these children learn about the risks, and that's a big step," says teacher Judi Bachay. Some students have had siblings or parents die from drug or alcohol involvement, adds principal Robert Edwards.

Schools in drug-ridden neighborhoods feel particular urgency in presenting kids with alternative role models, notes Edwards. "We need more professional men from the community in our schools, sharing their experience, so students see positive role models that counter all the flashy drug dealers."

Problem: Community denial. "It's just a few kids who really get out of hand, and it's unrealistic to think teenagers aren't going to do these things. Why all the fuss?"

Solution:

Establish exactly what is happening, persuade people that any drug use by students is not acceptable, and show them why they should care.

Dr. Ivan Cendese, principal of Highland High School in Salt Lake City, has been there. "Three years ago, we had kids 'advertising' their keggers, saying the 'fishing club' was going to meet.

"Yet, a segment of the community, and even some school staff, were skeptical that we really had a drug problem. More than once I heard, 'Oh, it's just a couple of kids. Why are we spending so much time with this?' But any problem like this affects all of us, because we're all

part of a community," says Cendese.

"You have to make believers out of your community, your staff, your student body, and yourself. You have to change the culture and environment of your school. Even if everyone recognizes that there's a problem, you've all got to believe that you can do something about it, that you can convince kids that drinking is not the 'in' thing to do.

"Start with the segment of the community that is concerned. Get parents, faculty, and students involved at the grass-roots level. We had several businesses put no-use decals in their windows. That public acknowledgment is important," adds Cendese.

Problem: Difficult home situations that place children at risk. What can and should a school do to help?

Solution:

Alert social service agencies and urge families to seek help — but recognize a school's limits. Sometimes a school is most effective when it works to coordinate local family- and youth-agency services.

Joe Pope, principal of Illahee Junior High in Federal Way, Washington, notes, "What we get at school is often a reflection of what's happening at home. The denial can be incredible! It can be a real drain on your staff's emotions. You have to connect to outside agencies to get that home help.

"Sometimes you can use your discipline policy to encourage the student to get help, at least for him- or herself. In the past, punishment was seen as the way to 'teach the lesson'; now we're able to use it as a way to encourage treatment," says Pope.

Problem: How do you launch a drug-free school program in a community where alcohol use is pervasive?

Solution:

Find a popular local event, and turn it drug free, suggests Robert Parsons, principal of Browning Middle School, Browning, Montana, located on a Blackfeet reservation.

"In the past, rodeos seemed almost an excuse to drink — they're sponsored by alcohol and tobacco companies," Parsons says. So his staff

What can you do for students expelled for drug use? Provide special programs within the regular school setting or in alternative schools that encourage one-on-one contact with trained adults. Skip Stanglin, a teacher in such a program at Sierra Vista High, an alternative school in Dinuba, California, says "First of all, you must believe these kids can succeed. Make sure to emphasize communications skills, self-respect, goal setting and responsibility in your program."

Alcohol use is pervasive: What can you do?

- **Change the environment one step at a time. Persuade sponsors of a popular event to make it drug free.**
- **Discourage advertising of alcohol and tobacco at school-sponsored social and sports events.**
- **Engage cultural, religious, health, political, and business leaders to tap cultural pride to fight the problem.**
- **Emphasize drug-free role models.**
- **Garner support from community agencies.**

decided to try a Sobriety Rodeo. "We got some rodeo stars together, came up with events for all age groups. There would be no alcohol, no advertising for alcohol or tobacco, no logos. We weren't sure people would come, but they did.

"I can see this idea working anywhere. Every community must have something they call their own that they could turn around," says Parsons.

"We won't see all the results of our labors right away. But maybe we'll make a difference for the children or the grandchildren. We try to draw on cultural feeling — hundreds of years ago, our tribe didn't have drugs — as a way of instilling pride."

Problem: How do you work with teens expelled from regular high schools for drug use?

Solution:

Many districts have an alternative school in place to meet the special needs of such students. Smaller districts without the alternative setting can set up a special program for these students, perhaps in a separate wing of a building.

From there, the approach seems almost too simple, admits teacher Skip Stanglin. "You've got to believe in the kids — and help them to believe in themselves."

Stanglin teaches a very popular, very successful leadership course at Sierra Vista High, an alternative school in Dinuba, California, serving 88 teens, 94 percent of them from low-income families. The course focuses on five areas: self-esteem, responsibility, communications, problem solving, and goal setting, says Stanglin.

"I've discovered that most of these kids have a pretty good value system. It's just that they've never sat down to think about who they are, or about choices, or about taking action. Most of them believe in the things we want them to believe, it's just that there's a whole lot in the way," he notes.

Says student Lenny Ferguson, 18, of the leadership class, "It works. It teaches you who you are, to admit your mistakes, so you can learn what's good and what's not. It helps you set high goals for the future."

Problem: Will your school's no-use message confuse children whose parents smoke or drink in moderation?

Solution:

First explain your goals to parents, and develop a shared message to convey to students. But even if parental support is not all you would like it to be, you can still work with students. Point to reason, reminding students that adults make their own decisions. And point to the law, emphasizing that tobacco and alcohol are illegal for minors.

Donna Clopton, principal of Gene Howe Elementary in Amarillo, Texas, explains, "We're trying to teach kids that every decision has a consequence, maybe not now, but in the future.

"When children ask us whether their parents' behavior is right or wrong, we say, 'We are discussing students, not parents, and drinking is illegal for students.' Or we say, 'At the time many parents started smoking, we didn't know as much as we know now, and tobacco can be hard to quit.'

"We get great support from parents. A third have pledged to keep their homes drug free."

Problem: Smokers on staff have a credibility problem in telling students not to smoke.

Solution:

Some principals believe that a totally smoke-free campus is the best way to send students a powerful message and to persuade everyone on staff that your school is serious about preventing tobacco use among students.

Much recent legislation prohibiting smoking in public places helps you make the case. Though you may encounter roadblocks — district policy, unions, resistant smokers — determined principals say it can be done. Enlist teacher support by emphasizing the reasonableness of such a policy and its impact on students.

This solution works for Oldham County High in Buckner, Kentucky, explains principal W. Blake Haselton.

"You've got to walk what you talk. Our key was getting the staff to buy into the same expectations that we have of students. We ran smoking out of the building altogether — at all events. We had nothing but cooperation. In fact, we got a lot of praise for making the whole campus completely smoke free."

As the principals and teachers at these and other recognized schools know all too well, working toward a goal of creating a drug-free school is a complicated task. It is one that generates strong opinions and emotions as a school's staff, parents, and community grapple with the challenge of reconciling the need to prevent drug use by adolescents, while accepting the legal use of tobacco and alcohol by adults. Sure, you'll meet tough problems in the process of developing a drug prevention/education program. But as these principals and teachers have proven, with patience and tenacity, you can also find sound solutions.

Need ideas? These 107 schools have plenty to share.

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
ALABAMA						
Huffman Middle Magnet School 817 Huffman Road Birmingham, AL 35235 (205) 838-7610	City	Public	6-8	19.4%	0.9% Asian or Pacific Islander 33.2% Black, not Hispanic origin 65.9% White, not Hispanic origin	**Albert G. Morton** "Get people in the community actively involved, especially community leaders and law enforcement officials. Ask them to serve on task forces, to keep involvement ongoing."
ALASKA						
North Pole High School 601 West 8th Avenue North Pole, AK 99705 (907) 488-2761	City	Public	9-12	10%	6% American Indian or Native Alaskan 3% Asian or Pacific Islander 1% Hispanic 1% Black, not Hispanic origin 86% White, not Hispanic origin	**Terry M. Marquette** "Once a program is in place, don't get complacent and assume the problem will take care of itself now. You have to stay on top of it, working with students, training staff. That's what creates success over time."
ARIZONA						
Brophy College Preparatory School 4701 North Central Avenue Phoenix, AZ 85012 (602) 264-5291	City	Private	9-12	21.5%	0.7% American Indian or Native Alaskan 5.6% Asian or Pacific Islander 8.9% Hispanic 1.6% Black, not Hispanic origin 83.2% White, not Hispanic origin	**Rev. A. Francis Stiegeler, S.J.** "Identify students who are non-users and look for ways to give them a high profile in your school. They're the very best role models you can find."
Royal Palm School 8570 North 19th Avenue Phoenix, AZ [illegible] (602) 264-2850	City	Public	7-8	31%	2.1% American Indian or Native Alaskan 4.2% Asian or Pacific Islander 10.9% Hispanic 2.2% Black, not Hispanic origin 80.1% White, not Hispanic origin	**Leonard Sweeney** "Trained peer counselors can help to bring students who are at risk back into the mainstream of school life. Our peer-leadership training program, called 'Champs,' has created a network of kids who are really in touch with the student body."
CALIFORNIA						
Sierra Vista High School 8430 Avenue 306 Dinuba, CA 93618 (209) 591-5212	[illegible]	Public	9-12	49%	87% Hispanic 13% White, not Hispanic origin	**Mary Ann Boylan** "You have to really be objective about it. Just one more goody two-shoes lecture."
Weldon Elementary School 1801 DeWitt Avenue Chico, CA 95926 (209) 891-2191	Suburban	Public	K-6	57%	2% American Indian or Native Alaskan 10% Asian or Pacific Islander 23% Hispanic 2% Black, not Hispanic origin 63% White, not Hispanic origin	**Carl Toudinson** "Preventive maintenance is very important at the elementary level. But when there's not a big ding problem, it can be harder to mobilize staff. Discussions, special programs, and training really help to bring everyone on board."

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School	Setting	Type	Grade Level	% Low Income	Demography	Principal
DISTRICT OF COLUMBIA Abraham Lincoln Junior High 16th & Irving Streets, NW Washington, DC 20010 (202) 673-7345	City	Public	7-9	60%	3% Asian or Pacific Islander 43% Hispanic 51% Black, not Hispanic origin 1% White, not Hispanic origin 2% Other	**Dr. Margaret Saxon** "Schools have to send the message to students that using drugs is not 'all-American' behavior for adolescents in modern urban communities."
FLORIDA Babson Park Elementary 815 Highway Alt 27 Babson Park, FL 33827 (813) 638-1483	Town	Public	K-5	33%	3% Hispanic 7% Black, not Hispanic origin 90% White, not Hispanic origin	**Dale R. Fair** "Self-respect is an important factor in preventing drug use. Kids who have high self-esteem are more likely to make the right decisions. We boost self-concept because it makes a difference."
Frostproof Junior-Senior High 1000 North Palm Avenue Frostproof, FL 33843 (813) 635-2221	Rural	Public	7-12	27%	1% American Indian or Native Alaskan 1% Asian or Pacific Islander 10% Hispanic 16% Black, not Hispanic origin 72% White, not Hispanic origin	**Wannis R. Bowen** "Parent-school communication is very important to us. We call parents if their child is absent and we don't get a call from them. Parents of students with below-average grades get a phone call, too. We're trying to catch problems *early*."
Grove Park Elementary School 1643 Miller Street Orange Park, FL 32073 (904) 278-2010	Town	Public	K-6	22%	4% Asian or Pacific Islander 2% Hispanic 21% Black, not Hispanic origin 73% White, not Hispanic origin	**Dale R. Eichhorn** "Our school is in the highest crime area of our town, yet we've made our drug education program work. A comprehensive, persuasive approach is our strength."
Haines City High School 2800 Hornet Drive Haines City, FL 33844 (813) 422-6415	Suburban	Public	9-12	28%	0.4% American Indian or Native Alaskan 0.3% Asian or Pacific Islander 7.3% Hispanic 34% Black, not Hispanic origin 58% White, not Hispanic origin	**James R. Partain** "We overcame a reputation as a tough, no-discipline school to one that is respected. Ridding our campus of tobacco, alcohol, and other drugs helped us earn that respect."
Mollie E. Ray Elementary 2000 Beecher Street Orlando, FL 32808 (407) 295-6033	City	Public	K-5	70%	1.58% Asian or Pacific Islander 2.98% Hispanic 59.37% Black, not Hispanic origin 36.07% White, not Hispanic origin	**Leonard E. Ingram** "Build a sense of community and connectedness in your school. We have one mural that features a rainbow and every student's handprint — all 813 together!"
Northwestern Junior High 2100 West 45th Street Jacksonville, FL 32209 (904) 764-1471	City	Public	7-9	80%	100% Black, not Hispanic origin	**Quentin Messer** "Show kids you really care. It's not our drug education program alone that works. It's all the things we do in addition to the program that make the program work."
Parkway Middle Community School 2349 NW 175th Street Opa Locka, FL 33056 (305) 624-9613	City	Public	6-8	35%	1% Asian or Pacific Islander 4% Hispanic 94% Black, not Hispanic origin 1% White, not Hispanic origin	**Robert Edwards** "Sure we've got plenty to do. But we make the time to address drugs. Given the odds of kids being successful in the environment we're in, it's important. No ifs, ands, or buts."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
FLORIDA (continued) **Pinedale Elementary School** 4229 Edison Avenue Jacksonville, FL 32205 (904) 389-5037	City	Public	K-6	85%	0.2% American Indian or Native Alaskan 0.8% Asian or Pacific Islander 4% Hispanic 65% Black, not Hispanic origin 30% White, not Hispanic origin	**Jan A. Starr** "Look for non-drug-using high school students who can serve as appropriate role models for elementary children. For example, we've involved teens in a neighboring high's ROTC and band programs in activities at our school."
Spook Hill Elementary School 321 East North Avenue Lake Wales, FL 33853 (813) 676-8568	Town	Public	K-5	48%	2% Asian or Pacific Islander 6% Hispanic 28% Black, not Hispanic origin 64% White, not Hispanic origin	**James F. Beaver** "Accentuate the positive! Build on your students' strengths and on those of your school. Work to achieve unity of purpose among staff members."
GEORGIA **Lawrenceville Middle School** 723 Hi Hope Road Lawrenceville, GA 30243 (404) 963-6144	Suburban	Public	6-8	10.8%	1% American Indian or Native Alaskan 2% Asian or Pacific Islander 1% Hispanic 5% Black, not Hispanic origin 91% White, not Hispanic origin	**Joan Akin** "We try very hard to call the community's attention to the need for alternative supervised activities for kids."
HAWAII **Ilima Intermediate School** 91-884 Fort Weaver Road Ewa Beach, HI 96706 (808) 689-8375	Town	Public	7-8	13%	0.4% American Indian or Native Alaskan 60.5% Asian or Pacific Islander 14.1% Hispanic 2.7% Black, not Hispanic origin 22.3% White, not Hispanic origin	**Merle Iwamasa** "Students learn behaviors — good and bad — from other students. Peer-leadership programs can help to shift the balance so that positive role models outweigh negative ones."
Keolu Elementary School 1416 Keolu Drive Kailua, HI 96734 (808) 261-0977	Suburban	Public	K-6	20%	69% Asian or Pacific Islander 31% White, not Hispanic origin	**Mary Murakami** "Learning and achievement can only occur when there is emotional growth and wellness. We want our children to be lifelong learners. Keeping them drug free is part of the process."
Waialua Elementary School 67-020 Waialua Beach Road Waialua, HI 96791 (808) 637-5282	Town	Public	K-6	51%	0.3% American Indian or Native Alaskan 71.8% Asian or Pacific Islander 3.5% Hispanic 2% Black, not Hispanic origin 22.4% White, not Hispanic origin	**Sharon T. Nakagawa** "A drug education program has to comprehensive. If it's not, you're going to miss somebody."
IDAHO Irving Junior High School 911 North Grant Pocatello, ID 83204 (208) 232-3039	Town	Public	7-9	21.6%	1.43% American Indian or Native Alaskan 0.52% Asian or Pacific Islander 4.68% Hispanic 0.13% Black, not Hispanic origin 93.24% White, not Hispanic origin	**Frank Thomas** "Parent support has to be two-way. Our parents run a concession stand at every school athletic event to raise money for our drug ed program. We give parents literature, classes, and guidance to keep them knowledgeable about drugs."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
ILLINOIS						
Hawthorn Junior High 201 Hawthorn Parkway Vernon Hills, IL 60061 (708) 367-3220	Suburban	Public	7-8	5.9%	5.8% Asian or Pacific Islander 8.6% Hispanic 1.8% Black, not Hispanic origin 83.8% White, not Hispanic origin	**Erwin Einhorn** "We have very high student mobility rates — 25% in some years. You might think an ever-changing student population would make it harder to reach many kids, but we've succeeded"
Palatine High School 1111 North Rohlwing Road Palatine, IL 60067 (708) 991-2600	Suburban	Public	9-12	5.5%	2% American Indian or Native Alaskan 6% Asian or Pacific Islander 7.5% Hispanic 4% Black, not Hispanic origin 80.5% White, not Hispanic origin	**Nancy N. Robb** "A successful program takes time to develop. Don't look for a turnaround overnight. It will come, but with patience."
St. Mary School 50 North Buffalo Grove Road Buffalo Grove, IL 60089 (708) 459-6270	Suburban	Private	K-8	0.01%	3.2% Asian or Pacific Islander 1.3% Hispanic 0.6% Black, not Hispanic origin 94.8% White, not Hispanic origin 0.1% Other	**Sister Ann Busch** "Our goal is to alter social norms, so that students grow up believing it is preferable to live in a drug-free environment. We start sending that message in kindergarten, right on up to eighth grade."
INDIANA						
Emmerich Manual High School 2405 Madison Avenue Indianapolis, IN 46225 (317) 226-3816	City	Public	9-12	75%	0.2% Asian or Pacific Islander 0.8% Hispanic 44.9% Black, not Hispanic origin 54.1% White, not Hispanic origin	**E. Eugene Austin** "Don't underestimate the impact a successful drug education program can have on school staff. It can help increase enthusiasm for teaching and professional satisfaction."
Meadowlawn Elementary School 300 East Beach Drive Monticello, IN 47960 (219) 583-7720	Town	Public	K-5	16.6%	0.1% American Indian or Native Alaskan 0.2% Asian or Pacific Islander 1.1% Hispanic 0.2% Black, not Hispanic origin 98.4% White, not Hispanic origin	**Robert Stockwell** "Remember, drug use by young people is not a 'school' problem, it's a community problem. Which means to solve it, there has to be community support for whatever a school tries to do."
KENTUCKY						
Bristow Elementary School 6151 Louisville Road Bowling Green, KY 42101 (502) 842-1960	City	Public	K-6	25%	5.2% Black, not Hispanic origin 94.8% White, not Hispanic origin	**Betty Lou Smith** "The person you choose to coordinate your program is key. He or she must be *enthusiastic* and be able to rally others, because apathy can be a real problem when you start out."
Drakes Creek Middle School 704 Cypress Wood Way Bowling Green, KY 42104 (502) 843-0165	City	Public	7-8	11.5%	1% Asian or Pacific Islander 1% Hispanic 3% Black, not Hispanic origin 95% White, not Hispanic origin	**Joseph Light** "Don't try to copy someone else's program. Borrow ideas to be sure, but use them to create *your* program, one that meets the unique needs of your school and community."
Oldham County High School PO Box 187 Buckner, KY 40010 (502) 222-9461	Town	Public	9-12	15%	0.4% American Indian or Native Alaskan 0.5% Asian or Pacific Islander 0.2% Hispanic 2.3% Black, not Hispanic origin 96.6% White, not Hispanic origin	**W. Blake Haselton** "We involve the community in ownership of both the problems and the solutions."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
KENTUCKY (continued) Warren Central High School 559 Morgantown Road Bowling Green, KY 42101 (502) 842-7302	City	Public	9-12	13%	1% Asian or Pacific Islander 0.4% Hispanic 8.2% Black, not Hispanic origin 90.4% White, not Hispanic origin	**David D. Crowe** "Almost 60% of our students come from homes where the parents have separated or divorced. Our parents are very supportive; still, we know that a lot of our kids are vulnerable. We work hard to show them that they can be happy drug free."
LOUISIANA **Catholic Elementary of Pointe Coupee** 304 Napoleon Street New Roads, LA 70760 (504) 638-9313	Rural	Private	K-6	18%	8% Black, not Hispanic origin 92% White, not Hispanic origin	**Dr. Jacqueline C. Lewis** "We developed our own curriculum, based on other models, called *Staying Healthy in Pointe Coupee*. It focuses on prevention, with 64 learner outcomes and 15-20 activities at each level K-6, and it meets the needs of *our* students."
John James Audubon Elementary 200 West Loyola Drive Kenner, LA 70065 (504) 466-0525	Suburban	Public	K-5	50%	2% Asian or Pacific Islander 7% Hispanic 31% Black, not Hispanic origin 60% White, not Hispanic origin	**Marie Carroll** "A staff needs to understand addiction *totally* and everything related to it. Focus on issues related to substance abuse in meetings. Staff development has to be ongoing."
Mount Carmel Academy 7027 Milne Boulevard New Orleans, LA 70124 (504) 288-7626	City	Private	9-12	3%	1% Asian or Pacific Islander 4% Hispanic 5% Black, not Hispanic origin 90% White, not Hispanic origin	**Sister Camille Anne Campbell** "Too many adults as well as students just think the 'drug scene' is part of being a teenager. If that's a problem in your community, it's one you've got to tackle first."
Norbert Rillieux Elementary 7121 River Road Waggaman, LA 70094 (504) 436-8336	Rural	Public	K-6	84.53%	26% Asian or Pacific Islander 2% Hispanic 47% Black, not Hispanic origin 25% White, not Hispanic origin	**Dolores Cardon** "We recognize the value of clear communication: A school staff member has been named public relations agent, to provide drug ed information to district newsletters and to local media."
MARYLAND **Towson High School** 69 Cedar Avenue Towson, MD 21204 (301) 887-3608	City	Public	9-12	2%	4.8% Asian or Pacific Islander 1.26% Hispanic 7.22% Black, not Hispanic origin 86.72% White, not Hispanic origin	**Dr. Andrew H. Dotterweich** "Once you've got a program in the development stages, making sure you have the resources to deliver it can be the next challenge. Think comprehensively when you begin."
MASSACHUSETTS **The John Dewey Academy** Searles Castle, 389 Main Street Great Barrington, MA 01230 (413) 528-9800	Town	Private	9-12	13%	4% Asian or Pacific Islander 96% White, not Hispanic origin	**Dr. Thomas Edward Bratter** "We need to help kids recognize that instant pleasure and immediate gratification are not the keys to real happiness, but pride in their own accomplishments is."
MICHIGAN **Andrews Academy** Garland Avenue Berrien Springs, MI 49104 (616) 471-3138	Rural	Private	9-12	16%	17% Asian or Pacific Islander 8% Hispanic 12% Black, not Hispanic origin 63% White, not Hispanic origin	**Dr. Richard T. Orrison** "Creating a successful program takes time — thinking time, planning time, release time for inservice. You have to decide it's a top priority and allocate the time needed to make it work."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
MINNESOTA						
Clear Springs Elementary 5701 Highway 101 Minnetonka, MN 55345 (612) 934-3993	Suburban	Public	K-4	6%	3% Asian or Pacific Islander 0.04% Hispanic 1% Black, not Hispanic origin 95% White, not Hispanic origin 0.96% Other	**Linda S. Saukkonen** "Our entire school district is tobacco free — all buildings, grounds, and activities. It means we're teaching prevention skills to young students in a *totally* drug-free environment."
Glencoe Middle School 1103 East 11th Street Glencoe, MN 55336 (612) 864-3112	Town	Public	5-8	15%	1.5% Asian or Pacific Islander 97.25% White, not Hispanic origin 1.25% Other	**Richard Wickmann** "Involve parents in helping to set an upbeat, open school climate. Our parents run a program of 'breaks' during the schoolday when students can meet for a snack and talk."
Glyndon-Felton High School 513 Parke Avenue Glyndon, MN 56547 (218) 498-2263	Rural	Public	7-12	17%	1.6% Asian or Pacific Islander 4% Hispanic 0.3% Black, not Hispanic origin 94.1% White, not Hispanic origin	**Kent Hjelmstad** "An '85 survey showed that 50% of our students were using alcohol on a regular basis. By '89, our drug education program had that number down to 19% — and we'll keep on lowering it."
St. John the Baptist 845 Second Avenue NW New Brighton, MN 55112 (612) 633-1522	City	Private	K-8	3%	1% Asian or Pacific Islander 1% Hispanic 98% White, not Hispanic origin	**Sister Mary Gwendolin** "We consider our school to be an extension of the home. We provide a setting of love and concern for each individual student. Teaching children to be drug free is part of our commitment."
MISSISSIPPI						
Bayou View Elementary Washington and 51st Street Gulfport, MS 39507 (601) 865-4626	Town	Public	K-6	18.4%	0.08% Asian or Pacific Islander 0.01% Hispanic 7.31% Black, not Hispanic origin 92.6% White, not Hispanic origin	**Nolena Stephens** "Our role models for children are all people who have never used drugs. The approach has to be positive all the way. We want every child in our school to taste success every day."
Bayou View Junior High 212 43rd Street Gulfport, MS 39507 (601) 865-4633	Town	Public	7-9	21%	2% Asian or Pacific Islander 22% Black, not Hispanic origin 76% White, not Hispanic origin	**Ellen Walker** "Mentoring programs that pair up troubled kids with volunteers from the community can have an impact. With the right people, it's an approach that can really reach some at-risk students."
Central Elementary School 1043 Pass Road Gulfport, MS 39501 (601) 865-4642	Town	Public	K-6	75%	0.05% Asian or Pacific Islander 0.05% Hispanic 57% Black, not Hispanic origin 42% White, not Hispanic origin 0.9% Other	**Linda F. Kremer** "Recognize that some parents will need a lot of help in understanding how substance use at home affects their child. Look to community agencies for help in supporting families."
Central Junior High School PO Box 220 Gulfport, MS 39502 (601) 865-4649	Town	Public	7-9	74%	68% Black, not Hispanic origin 30% White, not Hispanic origin 2% Other	**Jim Taylor** "Our basic focus is to provide meaningful activities for students to keep them off the streets. That includes things to do on Saturdays, even trips for some kids."
Higgins Middle School 1000 Elmwood Street McComb, MS 39648 (601) 684-2038	Town	Public	5-7	62%	55% Black, not Hispanic origin 45% White, not Hispanic origin	**Frank Chappell** "Don't think once you've got a program, you're done. Look at it year to year to make sure it continues to meet students' needs. Chances are, your program will need to change as the kids do."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
MISSISSIPPI (continued)						
Kate Griffin Junior High School 2814 Davis Street Meridian, MS 39301 (601) 484-4073	Town	Public	7-8	75%	0.25% American Indian or Native Alaskan 0.45% Asian or Pacific Islander 68.40% Black, not Hispanic origin 30.90% White, not Hispanic origin	**Linda Guin** "Kids need help in dealing with peer pressure. Look for any way to provide that help. We offer peer counseling, teacher buddies, even tips in the school handbook."
MISSOURI						
Brown Elementary School 3325 Chicory Creek Lane Florissant, MO 63031 (314) 837-6550	Suburban	Public	K-6	1.5%	0.4% American Indian or Native Alaskan 1.5% Asian or Pacific Islander 0.4% Hispanic 14.9% Black, not Hispanic origin 82.8% White, not Hispanic origin	**John Gruender** "At Brown, teachers and other staff continually attend drug education workshops to bring back the latest information and ideas. Staying current is important."
Jefferson Junior High School 713 Rogers Street Columbia, MO 65201 (314) 886-2660	City	Public	7-9	13.5%	1% American Indian or Native Alaskan 2% Asian or Pacific Islander 1% Hispanic 12% Black, not Hispanic origin 84% White, not Hispanic origin	**Dr. Roy Willard** "It puts students in a pro-active role when they can bring a drug-awareness message to younger students. Some of our kids perform a short play with a no-use message for sixth graders at more than a dozen schools in our district."
Lawson Elementary School 1830 Charbonier Road Florissant, MO 63031 (314) 837-2662	Suburban	Public	K-6	14%	0.3% Asian or Pacific Islander 0.2% Hispanic 7.1% Black, not Hispanic origin 92.4% White, not Hispanic origin	**Patrick Lee** "We hold an annual 'Just Say No' Family Picnic. Since 99% of students belong to the club, it's a big gathering! It's also a great way to promote family togetherness in a drug-free environment."
Oakland Junior High School 3405 Oakland Place Columbia, MO 65202 (314) 886-2710	Town	Public	7-9	24.8%	2.1% American Indian or Native Alaskan 1.2% Asian or Pacific Islander 0.2% Hispanic 19.9% Black, not Hispanic origin 76.6% White, not Hispanic origin	**Dr. Mary Laffey** "There's no substitute for personal contact with parents, and I don't mean sending letters home."
MONTANA						
Browning Middle School 129 First Avenue SE Browning, MT 59417 (406) 338-2725	Town	Public	6-8	80%	96% American Indian or Native Alaskan 4% White, not Hispanic origin	**Robert Parsons** "We won't see the results of our labors right away in the community. But maybe we'll make a difference for the children or grandchildren of these kids. We're not going to quit."
NEBRASKA						
Boys Town High School Boys Town, NE 68010 (402) 498-1800	Suburban	Private	9-12	65%	4% American Indian or Native Alaskan 2% Asian or Pacific Islander 9% Hispanic 21% Black, not Hispanic origin 64% White, not Hispanic origin	**Dr. Patrick T. McGinnis** "Treat students with dignity. We have a youth advisory board who offer important input in maintaining our drug-free environment. Showing kids that you respect them is vital."
Christ the King Catholic School 831 South 88th Street Omaha, NE 68114 (402) 391-0977	City	Private	K-8	1%	3.2% Asian or Pacific Islander 0.4% Hispanic 0.4% Black, not Hispanic origin 96% White, not Hispanic origin	**Dr. Barbara Brundo** "Ours is basically a preventive program. We have small class sizes with close relationships between students and teachers. We help children to discover their individual talents."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
NEBRASKA (continued)						
Creighton Preparatory School 7400 Western Avenue Omaha, NE 68114 (402) 393-1190	City	Private	9-12	5%	0.2% American Indian or Native Alaskan 1.6% Asian or Pacific Islander 2.7% Hispanic 4.7% Black, not Hispanic origin 90.6% White, not Hispanic origin 0.2% Other	**James W. Rouse** "In our strategic plan we say, 'Prep is more than a high school, It's a Way of Life — for the rest of your life.' This guides us in creating a drug-free environment and an enforceable policy."
Gering Junior High School 800 Q Street Gering, NE 69341 (308) 436-3123	Town	Public	7-9	28%	2% American Indian or Native Alaskan 14% Hispanic 84% White, not Hispanic origin	**Frank Craft** "Our student council provides great support to our program and encourages students who need assistance to get it."
Wegner Middle School Boys Town, NE 68010 (402) 498-1820	Suburban	Private	3-8	65%	2% Asian or Pacific Islander 11% Hispanic 30% Black, not Hispanic origin 57% White, not Hispanic origin	**John Downs** "We have a high level of student monitoring. All students must carry hall passes. If a student is missing from class, contact is made with the youth's Boys Town home within the hour."
NEW JERSEY						
Howell High School Squankum-Yellowbrook Road Farmingdale, NJ 07727 (201) 431-8494	Suburban	Public	9-12	2.2%	2% American Indian or Native Alaskan 2% Asian or Pacific Islander 3% Hispanic 3% Black, not Hispanic origin 90% White, not Hispanic origin	**Dr. Matthew C. Herman** "We use our local cable television station to keep parents and community members up-to-date on our drug education-related meetings and activities. It's an easy way to disseminate information, and it keeps everyone involved."
Ocean Township High School West Park Avenue Oakhurst, NJ 07755 (201) 531-5650	Suburban	Public	9-12	2%	5% Asian or Pacific Islander 2% Hispanic 5% Black, not Hispanic origin 88% White, not Hispanic origin	**Dr. John Connelly** "We're building on our success to involve middle and elementary schools in a drug education program. That's the best way to ensure future success."
NEW MEXICO						
Anthony Elementary School Drawer AE Anthony, NM 88021 (505) 882-4561	Rural	Public	K-6	86%	95.8% Hispanic 0.2% Black, not Hispanic origin 4% White, not Hispanic origin	**Trini Barreras** "It can be difficult working with parents who have drug problems. We teach the children coping and refusal skills, while reaching out to the parents in any way we can."
Washington Middle School 1101 Park SW Albuquerque, NM 87102 (505) 764-2000	City	Public	6-8	93%	1% American Indian or Native Alaskan 87% Hispanic 9% Black, not Hispanic origin 3% White, not Hispanic origin	**Mary Mercado** "We have a zero-reject model. We know that every child can be successful."
NEW YORK						
Katherine A. Deasy Elementary Dosoris Lane & Forest Avenue Glen Cove, NY 11542 (516) 759-7316	City	Public	K-5	17%	4% Asian or Pacific Islander 21% Hispanic 13% Black, not Hispanic origin 61% White, not Hispanic origin 1% Other	**Francine Zausmer** "Drug education has to begin in kindergarten. How kids feel about themselves — and those feelings are formed early — often determines whether or not they'll use drugs."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
OHIO						
Alfred Holbrook Elementary 700 Holbrook Avenue Lebanon, OH 45036 (513) 932-2899	Town	Public	K-4	14.7%	0.6% American Indian or Native Alaskan 0.4% Asian or Pacific Islander 1.1% Hispanic 1.3% Black, not Hispanic origin 96.6% White, not Hispanic origin	**R. Stuart Long** "Our entire staff prides itself on providing a personal touch in dealing with students. Teamwork is our theme. We coordinate our efforts with community agencies, civic organizations, churches, and the family."
Anderson High School 7560 Forest Road Cincinnati, OH 45255 (513) 232-2772	Suburban	Public	7-12	1.48%	0.6% Asian or Pacific Islander 0.6% Hispanic 0.7% Black, not Hispanic origin 98.1% White, not Hispanic origin	**Michael D. Hall** "Nothing works quickly, but it does work eventually. After 10 years, we've seen a real change in attitude. Now the cool thing for kids is to talk about non-use of drugs."
Berry Intermediate School 21 Oakwood Avenue Lebanon, OH 45036 (513) 932-9390	Town	Public	5-6	10%	1% Asian or Pacific Islander 3.5% Black, not Hispanic origin 95.5% White, not Hispanic origin	**Dale A. McVey** "All materials must communicate a no-use message. We simply do not allow 'responsible use' messages in our curriculum."
Eastmoor Middle School 3450 Medway Avenue Columbus, OH 43213 (614) 365-6166	City	Public	6-8	68%	1% American Indian or Native Alaskan 2% Asian or Pacific Islander 1% Hispanic 54% Black, not Hispanic origin 42% White, not Hispanic origin	**Elouise Knight** "One of our most significant programs is the Youth to Youth support group. Members take a drug-free pledge. It promotes self-esteem and positive peer influence and provides drug-free activities for members."
William McKinley Elementary 1200 Lost Nation Road Willoughby, OH 44094 (216) 942-1525	Town	Public	K-5	25%	0.98% American Indian or Native Alaskan 1.3% Hispanic 4% Black, not Hispanic origin 93.72% White, not Hispanic origin	**Donald Schonauer** "We have clear guidelines for teacher referral of students. We also have a student-review team that meets twice a week to evaluate any student showing signs of some type of problem."
OKLAHOMA						
Stilwell High School 1801 West Locust Stilwell, OK 74960 (918) 696-7276	Rural	Public	K-12	62%	62% American Indian or Native Alaskan 38% White, not Hispanic origin	**Roger Kester** "You have to have workhorses and ground-pounders to make a program go. Get companies in the community involved. We have 84 of the 89 businesses in Stilwell working with us."
Taft Elementary School 1002 Sequoyah Drive Enid, OK 73703 (405) 234-5957	City	Public	K-6	32%	2% American Indian or Native Alaskan 1% Asian or Pacific Islander 3% Hispanic 5% Black, not Hispanic origin 88% White, not Hispanic origin 1% Other	**Dr. Ruth Ann Erdner** "If you want a successful program, one that is dynamic and will be effective in the long term, be sure to build in a strong inservice component that gives teachers plenty of organizational and planning support."
West Mid High School 1919 West Boyd Norman, OK 73069 (405) 364-1339	Town	Public	9-10	5.2%	2.7% American Indian or Native Alaskan 3.2% Asian or Pacific Islander 2.1% Hispanic 3.2% Black, not Hispanic origin 87.9% White, not Hispanic origin 0.9% Other	**Elizabeth Hedrick** "Be sure to involve students in the development of your program at all stages. They know what will work for them. Their ideas will make your program that much more effective."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
OREGON						
Alameda Elementary School 2732 NE Fremont Portland, OR 97212 (503) 288-6036	City	Public	K-5	9.6%	0.5% American Indian or Native Alaskan 1.9% Asian or Pacific Islander 1% Hispanic 7.5% Black, not Hispanic origin 89.1% White, not Hispanic origin	**Charles F. Nakvasil** "We recognize the value of role models. When interviewing teachers, we look for candidates who practice good health habits."
Oceanlake Elementary School 2420 NE 22nd Street Lincoln City, OR 97367 (503) 994-5296	Town	Public	3-5	27%	1% American Indian or Native Alaskan 1% Asian or Pacific Islander 2% Hispanic 3% Black, not Hispanic origin 93% White, not Hispanic origin	**Ray Meyer** "Many staff members participate in our employee assistance and school wellness program. Participants are recognized in school assemblies, so students are aware of their efforts to maintain healthy lifestyles."
PENNSYLVANIA						
Neshaminy High School 2001 Old Lincoln Highway Langhorne, PA 19047 (215) 752-6412	Suburban	Public	10-12	2.2%	2% Asian or Pacific Islander 0.7% Hispanic 1.3% Black, not Hispanic origin 96% White, not Hispanic origin	**Bruce Wyatt** "Formal assessment showed us we had a problem. We knew it. We admitted it. We asked for help."
RHODE ISLAND						
Cranston High School West 80 Metropolitan Avenue Cranston, RI 02920 (401) 785-0400	City	Public	9-12	18-20%	2% Asian or Pacific Islander 97% White, not Hispanic origin 1% Other	**Lyle Perra** "We use ongoing screening to make sure all drug education materials we use are appropriate and up-to-date. Feedback from teachers helps determine the effectiveness of those materials."
North Providence High School 1828 Mineral Spring Avenue North Providence, RI 02904 (401) 353-3852	Suburban	Public	9-12	1%	1% American Indian or Native Alaskan 1% Asian or Pacific Islander 3% Hispanic 1% Black, not Hispanic origin 94% White, not Hispanic origin	**Louis Lanni, Jr.** "Our peer-leadership training is funded by DAD, Dollars Against Drugs. On one day alone, 150 students and 50 adult volunteers raised $10,000 in a door-to-door campaign!"
SOUTH DAKOTA						
Red Cloud School Holy Rosary Mission Pine Ridge, SD 57770 (605) 867-1289	Rural	Private	K-12	85%	100% American Indian or Native Alaskan	**Norma Tibbitts** "In our program we incorporate religions, Native American traditions, academics, arts, and athletics, to promote growth and a sense of accomplishment within students."
TENNESSEE						
Frayser Elementary 1602 Dellwood Memphis, TN 38127 (901) 357-3840	City	Public	K-6	79%	89% Black, not Hispanic origin 11% White, not Hispanic origin	**Rosemary Bennett** "Every person in your school must be sold on your drug education program and every person must be involved with it in some way."
Riverdale Elementary School 7391 Neshoba Road Germantown, TN 38138 (901) 756-2300	Town	Public	K-8	4%	3.5% Asian or Pacific Islander 4.5% Hispanic 8% Black, not Hispanic origin 84% White, not Hispanic origin	**David R. Carlisle** "At first, our toughest challenge was convincing students that drugs are harmful — they didn't think a drug problem could happen to them. But we won them over with a message woven into all areas of the curriculum."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
TEXAS						
All Saints Episcopal School PO Box 64545 Lubbock, TX 79423 (806) 745-7701	City	Private	K-8	25%	1% Asian or Pacific Islander 2% Hispanic 2% Black, not Hispanic origin 92% White, not Hispanic origin 3% Other	**Kenneth H. Bastian, Jr.** "Program intent is very important. The message to kids must be that this program is meant to help, to prevent drug use, not to punish kids who may have tried drugs and are looking for help."
Anderson Fifth Grade School 7401 Wheatley Street Houston, TX 77088 (713) 447-1604	City	Public	5	35%	7% Asian or Pacific Islander 17% Hispanic 42% Black, not Hispanic origin 33% White, not Hispanic origin 1% Other	**Nancy Bennett** "About 12% of our students are part of the SNAPP program (Students Need a Pat and a Push). Staff volunteers 'adopt' these kids for the year, meeting with them weekly or even daily."
Belton High School PO Box 300 Belton, TX 76513 (817) 939-5884	Town	Public	9-12	37%	0.6% American Indian or Native Alaskan 0.6% Asian or Pacific Islander 19.2% Hispanic 4.8% Black, not Hispanic origin 74.8% White, not Hispanic origin	**Pat Hughes** "Our students wrote, performed, and filmed an original movie, *Someone's Drinking in My House*. They worked with a local psychologist to develop a study guide for use with the film."
Bridgeport Middle School 1400 Highway 380 Bridgeport, TX 76026 (817) 683-2273	Town	Public	5-8	27.91%	0.21% American Indian or Native Alaskan 0.21% Asian or Pacific Islander 17.5% Hispanic 82.08% White, not Hispanic origin	**Walt Vincent** "Students like our BIONIC program, 'Believe It Or Not I Care.' It includes staff development, student evaluation and intervention, and a range of activities and assistance for kids."
Castle Hills Elementary School 101 Honeysuckle San Antonio, TX 78213 (512) 342-7552	Suburban	Public	K-5	2%	2% Asian or Pacific Islander 15% Hispanic 1% Black, not Hispanic origin 82% White, not Hispanic origin	**Pope Crook** "We have what we think is unique — a schoolwide Hug Program! Kids get lots of hugs. We have Hug Coupons, monthly Hug Days, a Hug Song. Our staff feels hugs are the most important component of our effort."
Crockett Elementary School 1300 Girard San Marcos, TX 78666 (512) 353-6790	Town	Public	K-2	57.4%	0.5% Asian or Pacific Islander 57.18% Hispanic 5.37% Black, not Hispanic origin 36.95% White, not Hispanic origin	**Brenda Lewis** "We place strong emphasis on early intervention. The Crockett staff feels it is critical that students be taught coping and refusal skills at a young age."
Crockett Junior High School 2301 North Conover Street Odessa, TX 79760 (915) 332-1451	City	Public	7-9	42%	38% Hispanic 6% Black, not Hispanic origin 55% White, not Hispanic origin 1% Other	**Robert C. McCarley** "We've got a great group, the Crockett Colts Care (C-3), 180 youths who serve as active, positive role models for new kids who enter our school, and for others."
Gene Howe Elementary School 5108 Pico Amarillo, TX 79110 (806) 355-6501	City	Public	K-5	12%	1% Asian or Pacific Islander 4% Hispanic 95% White, not Hispanic origin	**Donna Clopton** "The Gene Howe staff developed a curriculum, drawing from many sources, that provides continuity and consistency from level to level. The district liked it so much, other schools have adopted it."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
TEXAS (continued)						
Kenedy High School 401 Highway 719 Kenedy, TX 78119 (512) 583-3494	Town	Public	9-12	58%	0.4% Asian or Pacific Islander 75.2% Hispanic 1.4% Black, not Hispanic origin 23% White, not Hispanic origin	**Larry Kiesling** "The SWAT Club (Students With A Target) is a powerful student-to-student motivator. Members are committed to promoting a better atmosphere in school and in keeping the campus drug free."
Klein Forest High School 11400 Misty Valley Houston, TX 77066 (713) 586-4550	Suburban	Public	9-12	7%	0.2% American Indian or Native Alaskan 16.3% Asian or Pacific Islander 14.3% Hispanic 17.2% Black, not Hispanic origin 52% White, not Hispanic origin	**Donald R. Black** "One of our biggest successes is 'Eagles That Care,' a student-inspired group whose members are proof that you don't have to be involved with drugs to be popular. Members send a high-profile, motivating message that counters drug use."
Leoline Horton Pre-Kindergarten 103 South Iowa Weslaco, TX 78596 (512) 968-1526	Town	Public	Pre-K	91%	0.1% Asian or Pacific Islander 96% Hispanic 3.9% White, not Hispanic origin	**Joe E. Ybarra** "We try to identify children who may be at risk because of drug use at home. Those preschoolers are 'adopted' by staff members, who provide them with extra smiles and support."
Little Elm Middle School 500 Lobo Lane, Box 9 Little Elm, TX 75068 (214) 292-3200	Town	Public	5-8	25.7%	17% Hispanic 0.6% Black, not Hispanic origin 82.4% White, not Hispanic origin	**Linda Blase** "LEAD (Little Elm Against Drugs) is a powerful alliance between the school and the community to achieve our drug-free goals. The ongoing involvement and cooperation is one factor in our success. Another is that we looked at what other schools were doing and adapted their good ideas."
Mendez Middle School 5106 Village Square Austin, TX 78702 (512) 462-3933	City	Public	6-8	50%	42% Hispanic 28% Black, not Hispanic origin 30% White, not Hispanic origin	**Fortunato Vera** "Don't underestimate how important it is to educate parents, too, if you want your program to succeed. They need to know you're sincere about your goals. They must understand why a drug-free program is necessary. Many aren't convinced."
Pflugerville High School 1301 West Pecan Pflugerville, TX 78660 (512) 251-2238	Suburban	Public	9-12	4.5%	6% Asian or Pacific Islander 13% Hispanic 9% Black, not Hispanic origin 72% White, not Hispanic origin	**Larry Bradley** "Intervention involves a global effort of high school staff, students, community drug and alcohol counselors, churches, law enforcement personnel, and service organizations."
Tomball High School 13705 Sandy Lane Tomball, TX 77375 (713) 357-3220	Town	Public	9-12	12.7%	0.4% Asian or Pacific Islander 3.6% Hispanic 3.5% Black, not Hispanic origin 92.4% White, not Hispanic origin 0.1% Other	**John P. Neubauer** "To keep our program fresh and vibrant, we look for new materials, new measures, and new ways to motivate all the time. We don't stop thinking about how to make it stronger."
UTAH						
Highland High School 2166 South 1700 East Salt Lake City, UT 84106 (801) 484-4343	City	Public	9-12	20.3%	1.6% American Indian or Native Alaskan 7.4% Asian or Pacific Islander 8.6% Hispanic 1.4% Black, not Hispanic origin 81% White, not Hispanic origin	**W. Ivan Cendese** "Our population is diverse, so our Port of Entry program assists non-English-speaking students through such local agencies as the Asian Association of Utah, Hispanic Aid, and the Tolstoy Foundation, to which Eastern-bloc students are referred."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
UTAH (continued)						
Lehi High School 180 North 500 East Lehi, UT 84043 (801) 768-3536	City	Public	10-12	16%	1% American Indian or Native Alaskan 3% Asian or Pacific Islander 1% Hispanic 95% White, not Hispanic origin	**Russell R. Felt** "Positive peer pressure and positive role models play a big part in our success. One student group called the ZOD Squad provides the networking needed to explore new ideas, to initiate new programs, and to promote drug-free activities at school."
Murray High School 5440 South State Street Murray, UT 84107 (801) 264-7460	Town	Public	10-12	10%	1% American Indian or Native Alaskan 2% Asian or Pacific Islander 3% Hispanic 2% Black, not Hispanic origin 92% White, not Hispanic origin	**Richard R. Tranter** "Parent and community involvement are vital to the success of our overall program. They help us renew our energy and commitment to making Murray High drug free."
Pleasant Grove High School 700 East 200 South Pleasant Grove, UT 84062 (801) 785-8700	Town	Public	10-12	28.7%	1.05% American Indian or Native Alaskan 0.08% Asian or Pacific Islander 1.3% Hispanic 96.5% White, not Hispanic origin 1.07% Other	**William Delaney** "When we started our program, getting kids committed to it was a key step. We identified students from different segments of the student body and involved them, and they, in turn, helped bring along others. Those kids are a big part of our success."
Rose Park Elementary School 1130 Sterling Drive Salt Lake City, UT 84116 (801) 533-3063	City	Public	K-6	45%	2% American Indian or Native Alaskan 1% Asian or Pacific Islander 17% Hispanic 3% Black, not Hispanic origin 75% White, not Hispanic origin 2% Other	**Rosanne Jackson** "We plan a one-day retreat for all sixth graders, which features speakers and activities to help students develop refusal skills and focuses on making healthy, no-use decisions concerning drugs."
VIRGINIA						
Franklin High School 310 Crescent Drive Franklin, VA 23851 (804) 562-5187	Rural	Public	8-12	23%	46% Black, not Hispanic origin 54% White, not Hispanic origin	**Samuel B. Jones** "Over 30 people, representing various community agencies, publicly signed a pledge to use the resources of their agencies to help make our school and community drug free. Their signatures are on display at Franklin High."
Homer L. Hines Middle School 6160 Jefferson Avenue Newport News, VA 23605 (804) 599-8925	City	Public	6-8	33%	2.5% Asian or Pacific Islander 2.3% Hispanic 45.8% Black, not Hispanic origin 49.4% White, not Hispanic origin	**Bob C. James** "Teaching kids conflict-management skills is a key component of our program. Students are trained to work with peers to help them deal more successfully with stress."
Norview High School 1070 Middleton Place Norfolk, VA 23513 (804) 441-5865	City	Public	9-12	32%	3% Asian or Pacific Islander 2% Hispanic 60% Black, not Hispanic origin 35% White, not Hispanic origin	**Claude H. Sawyer** "Our campus is not only closed, it's patrolled to protect students. Four on-duty attendance officers keep undesirables off the grounds. For many kids, this is the safest place they know."
Virginia Episcopal School 400 VES Road Lynchburg, VA 24503 (804) 384-6221	City	Private	9-12	19%	2% Asian or Pacific Islander 2% Hispanic 3.25% Black, not Hispanic origin 92.75% White, not Hispanic origin	**Charles F. Zimmer** "Each student is required for graduation to take a course called Life Issues. One aspect of it explores the many facets of tobacco, alcohol, and other drug use. The message is clearly that no use leads to a healthier and happier life."

School	Setting	Type	Grade Level	% Low Income	Demography	Principal
WASHINGTON						
Cheney Junior High School 2716 North Sixth Street Cheney, WA 99004 (509) 458-6285	Town	Public	7-9	26%	2% American Indian or Native Alaskan 3% Asian or Pacific Islander 4% Hispanic 1% Black, not Hispanic origin 90% White, not Hispanic origin	**Ronald Van Horne** "Our approach is preventive, supportive, and treatment-oriented, but there are *no* excuses accepted for dealing!"
Illahee Junior High School 36001 1st Avenue South Federal Way, WA 98003 (206) 838-1604	City	Public	7-9	9.7%	1% American Indian or Native Alaskan 10.6% Asian or Pacific Islander 3% Hispanic 6% Black, not Hispanic origin 79.4% White, not Hispanic origin	**Joe Pope** "Every two weeks we delay student arrival time by two hours, to provide time for staff inservice on tobacco, alcohol, and other drug issues. You have to build in that inservice time on a regular basis. Think creatively and you'll find it."
Stevens Middle School 1139 West 14th Port Angeles, WA 98362 (206) 452-3825	Town	Public	6-8	31%	7% American Indian or Native Alaskan 2% Asian or Pacific Islander 2% Hispanic 0.04% Black, not Hispanic origin 88.96% White, not Hispanic origin	**Jim Widsteen** "Our school follows a recovery model. We are a school in recovery, a community in recovery. Our Power of Positive Students program includes recognition for staff and parents as well."
WISCONSIN						
Eagle Elementary School 810 East Main Street Eagle, WI 53119 (414) 594-2148	Town	Public	K-6	11%	0.32% Asian or Pacific Islander 1.04% Hispanic 0.64% Black, not Hispanic origin 98% White, not Hispanic origin	**Donna Kalnes** "Our parents sign this pledge: 'Yes, I want a safe environment for my children. I take responsibility for ensuring that all social events I host in my home for school-age children will be tobacco, alcohol, and drug free, with responsible adults present.'"
Roncalli High School 2000 Mirro Drive Manitowoc, WI 54220 (414) 682-8801	Town	Private	9-12	8%	3% Asian or Pacific Islander 2% Hispanic 1% Black, not Hispanic origin 94% White, not Hispanic origin	**Sister Adrianna Schouten** "The backbone of our drug-free efforts is our Human Services Committee, made up of three administrators, two campus ministers, and our guidance counselor. The committee develops broad plans to help any student with a problem."

Helpful Resources

Publications

All are available free from the National Clearinghouse for Alcohol and Drug Information, PO Box 2345, Rockville, MD 20852; (301) 468-2600; toll free 1-800-SAY-NO-TO.

- **Drug Prevention Curricula:** A Guide to Selection and Implementation, 1988
- **Growing Up Drug Free:** A Parent's Guide to Prevention, 1990
- **Learning to Live Drug Free:** A Curriculum Model for Prevention, 1990
- **What Works: Schools Without Drugs,** 1989

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Drug Planning and Outreach Staff, Office of Elementary and Secondary Education, 400 Maryland Ave., SW, Washington, DC 20202-6123; (202) 401-3030 *Provides policy direction as well as assists in the planning and coordinating of Department's education/prevention activities.*

National Clearinghouse for Alcohol and Drug Information (NCADI), PO Box 2345, Rockville, MD 20852; (301) 468-2600; toll free 1-800-SAY- NO-TO *Information and services for the general public on all types of drug use and abuse.*

Drug Alliance Office, ACTION, 1100 Vermont Ave., NW, Suite 8200, Washington, DC 20525; (202) 634-9759 *Enlists trained private citizens to provide prevention programs and staff via VISTA, Foster Grandparents, and Retired Senior Volunteers Program (RSVP).*

National Institute on Alcohol Abuse and Alcoholism (NIAAA), Department of Health and Human Services, Room 14C-17, 5600 Fishers Lane, Rockville, MD 20857; (301) 443-2954 *Information on alcohol-related problems of children and adolescents and intervention programs.*

National Institute on Drug Abuse (NIDA), Department of Health and Human Services, Room 10-03, 5600 Fishers Lane, Rockville, MD 20857; (301) 443-4577 *Information, research, and programs on drug-use prevention and treatment.*

Office of Smoking and Health (OSH), Mail Stop K-12, Centers for Disease Control, 1600 Clifton Rd. NE, Atlanta, GA 30333; (301) 443-1690 *Information on effects of tobacco, prevention, and treatment.*

Safe Schools Program, National Institute of Justice, Room 805, 633 Indiana Ave., NW, Washington, DC 20531; (202) 514-6235 *Assists school administrators in developing and maintaining safe environments.*

National School Safety Center, Department of Justice, Suite 200, 16830 Ventura Blvd., Encino, CA 91436; (818) 377-6200 *Studies patterns of substance-use-related delinquency, identifies remedies, and promotes crime prevention.*

Drug and Alcohol Abuse Prevention and Treatment, Office of Juvenile Justice and Delinquency Prevention (OJJDP), Department of

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Justice, Room 758, 633 Indiana Ave., NW, Washington, DC, 20531; (202) 307-1150 *Awards grants for delinquency prevention programs.*

Office for Substance Abuse Prevention, Department of Health and Human Services, 5600 Fishers Lane, 9th Floor, Rockwall II, Rockville, MD 20857; (301) 443-0365 *Provides prevention information.*

Drug-Free Schools and Communities Regional Centers Program

Five regional centers provide training and technical assistance in developing tobacco, alcohol, and other drug education and prevention programs. Contact the center in your region:

- **Northeast Regional Center,** 12 Overton Ave., Sayville, NY 11782-0403; (516) 589-7022; *Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont*

- **Southeast Regional Center,** Spencerian Office Plaza, University of Louisville, Louisville, KY 40292; (502) 588-0052; (800) 621-7372 (outside KY); *Alabama, District of Columbia, Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Virgin Islands, Puerto Rico*

- **Midwest Regional Center,** 1900 Spring Rd., Suite 300, Oak Brook, IL 60521; (708) 571-4710; *Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin*

- **Southwest Regional Center,** 555 Constitution Ave., Room 138, Norman, OK 73037; (405) 325-1454; (800) 234-7972 (outside OK); *Arizona, Arkansas, Colorado, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, Utah*

- **Western Regional Center,** 101 SW Main St., Suite 500, Portland, OR 97204; (503) 275-9480; (800) 547-6339 (outside OR); *Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming, American Samoa, Guam, Northern Mariana Islands, Republic of Palau*

Toll-Free Hotlines

1-800-COCAINE: Counselors offer guidance and refer drug users and parents to public and private treatment centers.

1-800-NCA-CALL: National Council on Alcoholism provides referrals and information on state and local affiliates' activities.

1-800-662-HELP: Operated by the National Institute on Drug Abuse, it directs callers to local cocaine abuse treatment centers. Free materials are available.

1-800-788-2800: Looking for information but don't know who to call? This number is a single point of entry for all Federal alcohol and drug clearinghouses.

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National Clearinghouse for Alcohol and Drug Information
PO Box 2345
Rockville, MD 20852

Or call: 1-800-SAY-NO-TO

"We can't hope to give any student a sound education — a decent shot at the future — if drug users and drug dealers roam the halls of our schools. And for this reason, drug-free schools are a top priority of our AMERICA 2000 Strategy and of our National Drug Control Strategy."

George Bush

White House Ceremony
Drug-Free School Recognition Program Presentation
June 7, 1991